

UNIVERSITY OF CAPE TOWN

FACULTY OF HUMANITIES

**THE TRANSITION INTO TEACHING: A STUDY OF THE MAJOR PROBLEMS  
OF BEGINNING TEACHERS IN THREE CAPE TOWN HIGH SCHOOLS AND  
INDUCTION PROGRAMMES TO ADDRESS THEM.**

Minor dissertation in partial fulfilment of the requirements for the degree Master of  
Education specialising in Educational Management, Administration, Planning and  
Social Policy.

By

**SYDNEY. M. MALATJI**

**B.A., U.E.D (UNIN). B.Ed. (UCT)**

SEPTEMBER 1999

Supervisor: Professor Michael Ashley.

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

## ACKNOWLEDGEMENTS

First and foremost, I wish to express my sincere thanks to God for the guidance and assistance during my studies. Without His continued support this dissertation would not have completed.

I would also like to express my sincere appreciation to the following people for assisting me in one way or another in completing this dissertation.

- To my supervisor, Professor Michael Ashley, for his assistance, guidance, support, and understanding throughout my study.
- To University of Cape Town school of education department lectures and secretarial staff members, Ingrid Tom in particular, for their assistance and friendliness.
- To the staff of the library of the University for their willing assistance.
- My sincere thanks also to my colleague, Ms. Josie Mthethwa-Yende, for her unselfish assistance and motivation throughout my study and for many hours of debate and discussions which offered me an opportunity to learn so much.
- My special thanks are also due to my mother Mamorubula and my son Paseka for their inspirational love they showed to me during my study.
- The debt of gratitude I owe to all six research participants is incalculable. Without their input this research would not have been possible.
- The financial assistance by Human Science Research Council (HSRC), South Africa, through the Centre for Science Development is hereby acknowledged.

### **DISCLAIMER STATEMENT.**

I hereby declare that the work contained in this minor dissertation is my original work that has not been submitted to other institutions before for assessment purposes and that all the sources I have used or quoted, have been indicated and acknowledged by means of complete references.

University of Cape Town



## ABSTRACT

The period immediately after entering the teaching profession is of the utmost importance to beginner teachers. This is a moment when beginner teachers learn how to become competent in the classroom. More often than not, beginning teachers are generally expected to assume full responsibility of professional teachers from the first day they report to school. In this regard, the transition from being student teachers to qualified teachers is seen as unproblematic. The beginner teacher is seen as totally prepared to face the reality of teaching. However, literature on professional development indicates that beginner teachers experience a kind of “reality shock” in their first professional year.

This research study explored the concerns and problems experienced by beginner teachers during their first years of teaching, at three historically different high schools in Cape Town. A literature survey investigating the realities and conditions of beginner teachers in their workplaces- both local and international was conducted. Furthermore, existing research concerning beginner teachers’ professional growth was reviewed to shed light on the research area. A qualitative methodology was adopted in order to facilitate an in-depth understanding of the beginners’ experience. Given the qualitative nature of my research topic, which dwells in-depth with people experiences, I found it convenient to use unstructured interviews as a means of collecting data. Unstructured interviews with six beginner teachers elicited descriptive data, which was analysed and later discussed.

The findings revealed some serious problems that affect beginner teachers in their new schools. First and foremost, beginner teachers indicated that they felt isolated in their new schools. A strong feeling for acceptance emerged across the data. Unfortunately, in those schools wherein beginner teachers felt isolated (in this case, school A and school B), there are no structures to help them in their transition from student teacher to a professional teacher. Secondly, there exists a need in beginners to have control in a

classroom situation. Almost all beginner teachers reported to have spent a good deal of time teaching pupils to be responsible and to behave properly in classroom, that is, dealing with classroom management. Furthermore, beginner teachers in low socio-economic schools reported to be teaching under the threat of violence. Some of the pupils in their classes are members of the gangster in the community. Most students depict lack of motivation to learn. This is because of the legacy of defiance bequeathed from the struggle against apartheid institutions. These kinds of character depicted by these pupils make beginner teachers to have difficulties in controlling their classes. Most of the beginner teachers in the study felt that they could not engage themselves in effective teaching because of lack of teaching materials. The state of affairs regarding teaching material in school A and school B leaves much to be desired. This is seen as one of the most frustrating thing in teaching.

In the light of these findings, the study proposed guidelines for an induction programme in these schools as an effort to help beginner teachers face the challenges of teaching profession. The programme serves as a guide to schools, as each school has its own unique culture and way of doing things. It becomes therefore difficult to prescribe a uniform programme. Some of the problems identified in this study will require a joint effort by the department, the community and the schools to solve them. These are *inter alia*, violence, lack of teaching materials. The recommendation the study is making is that, each beginner teacher need to go through an induction course during his/her first year teaching. This induction course should include an aspect of a mentor for maximum success.

## CONTENTS.

	Page.
<b>ACKNOWLEDGEMENTS</b>	<b>i</b>
<b>DISCLAIMER STATEMENT</b>	<b>ii</b>
<b>ABSTRACT</b>	<b>iii</b>
<b>Chapter 1: INTRODUCTION</b>	
1.1 Topic.	1
1.2 Introduction.	1
1.3 Rationale.	2
1.4 The aim of the research.	6
1.5 Methodology.	7
1.6 Definition of terms.	9
1.7 The contents.	10
<b>Chapter 2: LITERATURE REVIEW</b>	
2.1 Introduction.	11
2.2 Major problems of beginner teachers.	12
2.3 Theoretical orientation.	17
2.3.1 Developmental stages of concerns.	18
2.3.2 Cognitive developmental framework.	20
2.3.3 Teacher socialisation framework.	21
2.4 My theoretical framework.	23
2.5 Induction programmes.	24
2.5.1 Introduction.	24
2.5.2 definition.	25
2.5.3 Models of induction programmes.	25
2.5.3.1 College based induction programme.	26
2.5.3.2 School based induction programme.	27

### **Chapter 3 : METHODOLOGY**

3.1 Philosophical underpinnings for qualitative research. and paradigmatic considerations.	33
3.2 Context and site of the study.	36
3.3 Subjects.	37
3.4 Data collection	37
3.4.1 The unstructured interview.	40
3.5 Data analysis.	42
3.6 Criteria for validating qualitative research.	44
3.7 Summary.	46

### **Chapter 4 : PRESENTATION, DISCUSSION AND SUMMARY OF THE FINDINGS**

4.1 Introduction.	47
4.2 Teacher and school characteristics.	48
4.3 Discussion of the interview process.	52
4.4 Presentation of significant themes.	54
4.4.1 Personal concerns.	54
4.4.1.1 Isolation.	54
4.4.1.2 Classroom discipline.	57
4.4.1.3 Threat of violence.	60
4.4.1.4 The attitude of the pupils towards beginner teachers.	62
4.4.2 Teaching concerns.	65
4.4.2.1 Lack of resources.	65
4.4.2.2 Allocation of subjects.	66
4.4.2.3 Planning of school work.	67
4.4.2.4 Student motivation.	69
4.4.3 Support offered to beginner teachers.	69
4.5 Discussion of important themes.	73
4.5.1 The need for inclusion in a new school.	75

4.5.2 Control.	76
4.5.3 Safety and security.	77
4.5.4 Effective teaching.	79
4.6 Summary of the findings.	80

## **Chapter 5 : RECOMMENDATIONS AND CONCLUSION.**

5.1 Introduction.	83
5.2 Induction programme model.	84
5.2.1 Orientation phase.	85
5.2.2 Developmental phase.	87
5.2.3 Review and evaluation.	91
5.3 Conclusion.	92

<b>REFERENCES</b>	96
-------------------	----

## **APPENDICES**

### Appendix 1. Interview transcript School A.

(a) Interview 1.	108
(b) Interview 2.	113

### Appendix 2. Interview transcript School B.

(c) Interview 3.	118
(d) Interview 4.	127

### Appendix 3. interview transcript School c.

(e) Interview 5.	130
(f) Interview 6.	135

## **TABLE. 1.**

Induction Programme Model.	95
----------------------------	----

## CHAPTER 1

### INTRODUCTION AND PROBLEM STATEMENT.

#### 1.1 TOPIC.

THE TRANSITION INTO TEACHING. A study of the major problems of beginning teachers in three Cape Town High Schools and induction programmes to address them.

#### 1.2 INTRODUCTION.

Teacher education still remains one of the key components of every education system throughout the world. Various educational reform initiatives depend largely on teacher professional growth for survival. In a present South Africa which is faced with enormous changes in education (curriculum 2005, inclusion, abolishing of corporal punishment, etc.) teacher education should receive serious attention by all stakeholders, because it is what teachers think, what teachers believe and what teachers do at the level of learning of classroom that ultimately shapes the kind of learning that young people get.

Eventhough in recent years there has been international concern regarding the professional preparation of teachers; more attention has been dedicated to the training given to the teachers-to-be in the education institutions. In this case, the preparation of teachers is only taking place in the lecture halls of teacher training institutions and briefly in schools during practical teachings. Little is done on the school level in helping beginner teachers learn how to become competent in the classroom.

In South African context in particular, there is the lack of co-operation between teacher training institutions and the schools in regard to following-up what beginner teachers do in schools where they work. Beginner teachers are generally expected to assume full responsibilities of professional teachers from the first day they report to school. Given this kind of scenario in our education system, the question can be asked as to how beginner teachers cope. What are the realities of beginner teachers' practices in the schools? What are their responsibilities? Do conditions in their workplace promote professional growth or motivate them to become competent in their teaching profession? These questions cannot be definitely answered. However, what this research attempt is to gain a greater understanding of the dynamics involved in the process of becoming a teacher.

### 1.3 RATIONALE

No period is more important for the development of teachers than the initial induction into the profession. The induction period forms the link between pre-service training and in-service training. A number of studies that have been published in international journals, on the working conditions of beginning teachers suggest that the beginning years of teaching are critical and often difficult transitional period in teacher development. More often than not this period of teaching has been described as the beginning teacher's paradox, trial and fire, the bridge, the period of fixedness of the joys and pains of giving birth (Andrews 1987; 71). It is the point at which the teacher experience the "shocks of Classroom reality" (Veenman 1984,145). Sanderfur(1982,45) comments that this transition from colleges to schools is a period of intense anxiety, a



period when the beginner teachers are paralysed by the discovery that they don't know, and are unable to draw on previous training.

It is evident from these information that becoming a teacher is not a simple transition from one role to another. It is more than that. It is a social process involving complex interactions between and among prospective and experienced teachers and their social situations. Entering the adult world personally and professionally is frequently difficult for young beginner teachers. For too long and in sad contrast to most other professions, many beginning teachers have been left to struggle with the complex and challenging demands of their first job, completely by themselves. As Lortie (1975; 3) has noted, teaching seems to be one of the few occupations where the beginner becomes fully responsible from the first working day and performs the same task as the twenty five year veteran.

Various studies done on this period in South Africa show similar findings with the international literature. Steyn and Nowlan (1989) conducted a study of problems experienced by beginner teachers in Mpumalanga (formerly known as Eastern Transvaal). From this study, both principals and beginner teachers reported that pre-service training was not adequate enough to prepare new teachers for the reality of teaching. Beginner teachers were found to be not adequately prepared, for example, to draw suitable test and examination papers, to incorporate differentiation in teaching. The principals asserted that beginner teachers lack self-confidence; they also seemed unable to maintain adequate discipline.



In the study of the perception of beginner teachers on the induction of the latter from high schools in North west (formerly Bophuthatswana) conducted by Sehlare and Mentz (1994), the findings, in correlation with the previous research as mentioned earlier, indicate that beginner teachers need more help from the principal with aspects such as discipline-related problems and smooth running of the classroom in general. The study also reported the lack of communication between the principals and the beginner teachers on the issue of who teachers may consult in the case of various problems.

The question of classroom management becomes a big problem in Western Cape High Schools in particular. Schools are hard hit by violence which makes teaching not safe any longer. Schools in Cape Town's black suburbs are being overwhelmed by gangsterism that is threatening learning and has teachers fearing for their lives. According to a report by Argus ( 2 June 1998:12) during the day schools are favourite territory for the gangs, who give themselves names like Dogg pounds and West Siders. Isilimela Comprehensive High School in Langa is among schools hit hard by gang activity. According to the report, incidents this year include the theft of a teacher's car from the school grounds and the robbing of two teachers and a pupil at gunpoint. Isilemela Principal said, "we feel so insecure that sometimes, when we suspect people are not pupils, we are afraid to throw them off the premise because we don't know what they will do to us". These kinds of crisis become a serious problem for new teachers.

The situation facing new teachers in South African schools is more complex and difficult at present than in the past. First and foremost, the schools are in the process of shifting away from the old paradigm and adapting themselves into a new paradigm - Outcome Based Education (OBE). This enormous and rapid change in Education system which led to curriculum 2005, demand vigorous training for teachers. Given the fact that new teachers were not prepared for these changes in their preservice training, the reality shock become maximised. In a real teaching scenario it will only be those teachers who are having a lot of experience who can withstand the pressure but beginner teachers may find it difficult.

My own interest in this area stems both from my own experience as a teacher in a high school, in the Northern Province as well as my experiences as a lecturer, with student teachers at a college of education in Mpumalanga. In my first year of teaching I was assigned to teach not only out of my subject areas, I was assigned to teach perhaps the worse performing and behaving students in the school. Students that even experienced teachers had some difficulty controlling and sought to avoid. Moreover, I did not have an assigned mentor. I felt being isolated. In effect, during the first few months of school, I was virtually on my own. Under similar conditions the other first year teacher in the school left teaching, being stressed. It was only after this teacher resignation that the principal sent another teacher to check and see how I was doing and modest assistance followed. I found my preparation years as a teacher being not adequate enough to have equipped me to face the challenges of real teaching. Paradoxically the school was expecting high level of competence from me. This was due to the

perception the school had that since I have a degree from the university I could do almost everything.

My experiences were not isolated. A number of student teachers that I taught at Mgwenya College reported similar experiences. Most student teachers felt that schools do not have structures to help them cope with real classroom practice. They also felt that they do not possess from the college all what they need to succeed as teachers. The situation as they put it, is like being thrown into the deep part of the pool and told to swim. Beginner teachers expect help from principals, of which in most schools this was lacking. These experiences intrigued me and sparked my interest in understanding the success of initial teacher education, particularly in enabling beginner teachers to cope with the challenges of teaching.

The complex nature of the teaching profession, and the non teaching related adjustment required of beginner teachers, and the abruptness of transition from student to teacher present a case for a more gradual induction of the teacher. It is within this context that this research paper investigated the dilemma of beginning teachers in their first three years of teaching at some selected secondary schools in Cape Town.

#### 1.4 THE AIM OF THE RESEARCH.

The aim of this research is to explore the problems experienced by beginner teachers in three Cape Town high schools. In order to have a clear understanding of what is happening during beginning years of teaching, the following questions were addressed

- What are the major problems of beginner teachers in their schools, and how did these relate to Fuller and Brown's (1975) theory of teacher development?
- Were the problems related to the school's historic circumstances?
- What steps or programmes can the school put in place to best assist teachers to deal with problems encountered in the first year of teaching?

## 1.5 METHODOLOGY

Methodologically, the research was located within a qualitative approach. This approach claims that reality and meaning are socio-psychological constructs, hence its link with social constructionism, and relationships and events are interconnected, multidirectional and complex. This understanding of reality militates against a quantitative or reductionist analysis and thus situations are examined in a micro fashion, where smaller events are examined in great depth. Such an approach yields in-depth data as opposed to statistical findings. These findings are not considered to be generalisable, but provide depth of understanding as opposed to breadth (Maykut & Morehouse, 1994). In the context of this study this was particularly relevant since the research aimed at attaining an in-depth understanding of beginner teachers' experiences, letting the voices of the subjects heard, and examining the complexities involved.

Before embarking upon the specific aspects of the research, I conducted an intensive study of the literature dealing with the problems and induction of the beginner teachers, so as to serve as a general background. The research concentrates on existing research in the area of induction. The literature which has a bearing on this research

was also consulted, such as relevant books from libraries, journals, and newspapers which reports on the situation in Cape Town high schools. From these studies I developed a conceptual framework which helped me in the execution of the research. My framework was adapted from Fuller and Brown (1975) theory of teacher developmental stages. Most of the primary sources I consulted used a quantitative approach. The researchers used questionnaire as a method of collecting data. Herein I am pursuing a topic for which little qualitative studies have been conducted. I hope that pursuing a research on the same point (induction) with a different design will be more appropriate to my research question.

The question of my research seeks to describe the impressions and perceptions of beginner teachers towards their first year of teaching. This question can best be located within a qualitative inquiry framework. Given the qualitative nature of my topic which dwells in-depth with people's experiences, I found it convenient to use interviews as a means of collecting data. Due to time constraints I could not use observation so as to see exactly what is happening during this period.

Three schools were selected, in which two teachers per school were chosen. These teachers are those who are already in the field, have one to three years of teaching experience after their pre-service training at their respective teacher training institutions. These teachers were subjected to an in-depth intensive interview, which focused on their experiment practices. The criteria for selecting schools and teachers was basically based on the accessibility of each to the research and also a combination of ex-DET (Department of Education and Training), ex-HOR (House of

Representative), and ex-model C schools. Balance in sexes of all subjects was also considered. I analysed the data during and following the data collection process. Fieldnotes were reviewed using constant comparison for common themes, assertions, and discrepancies (Glaser and Strauss, 1967). At the conclusion of the interview I wrote short description of the six beginner teachers, organising the data in broad categories. This paper is drawing from these descriptions and quoting verbatim from the interviews with both the respondents to help the reader understand the experiences of beginning teachers' experiences and practices.

## 1.6 DEFINITION OF TERMS.

### BEGINNER TEACHERS

In this study beginner teachers refer to teachers who are in their first three years of teaching, after having received a diploma or a degree stating that they fully qualified to teach.

### PROBLEM

A problem is seen as a difficulty that beginner teachers encounter in their performance of their task, so that intended goals may be hindered.

### INDUCTION PROGRAMMES

These are specific strategies and formal structures designed by the school or the department of Education to ensure that beginner teachers are integrated into the life and programme of the school and to professional growth towards becoming an effective teacher.



## 1.7 THE CONTENTS.

In chapter 1, the proposed research is put into perspective. This introductory chapter deals with the statement of the problem, the aim of the research, research methods and the definition of terms. In chapter 2, related literature is reviewed so as to support the fact that beginner teachers need induction during this period. Chapter 3 is devoted to research methods. In this chapter the researcher gave the rationale behind the usage of qualitative approach in this study. In chapter 4, data analysed from interview with six teachers is presented and discussed. At the end of the chapter a summary of the data is presented in accordance with the aims of the research. Chapter 5 gives the recommendations and conclusion of the study.

## CHAPTER 2.

### LITERATURE REVIEW.

#### 2.1 INTRODUCTION.

The first months in a new school and teaching are a most important experience for teachers. During this period, a continuing and complex process starts which transforms some beginner teachers in the teaching profession into expert teachers. However, literature on the beginning teachers reflects that the first year in the school does not only usher opportunities for personal growth and learning to teach, it may at the same time be accompanied with insecurity and lack of confidence among beginner teachers. Johnston and Ryan (1983) state:

First year teachers are aliens in a strange world;  
a world that is both known and unknown to them.  
Though they have spent thousands of hours in schools  
watching teachers and involved in the schooling process,  
the first-year teachers are not familiar with the specific  
school setting in which they begin to teach. (p. 137)

It was within this context that this research strived to understand the problems of beginner teachers in some selected high schools in Cape Town. To gain an indication of the perceived problems of beginner teachers I conducted an international as well as local literature search. This chapter presents the findings of research and information from journal articles and books, both local and international, which deal with the problems that worry beginning teachers most. As the problems of beginning teachers have been studied since the turn of this century, I restricted my reading to studies



conducted from 1970 to the present. I found the studies done before this period meaningless given the rapid changes in educational systems. In selecting the literature, I chose only studies dealing with the problems of beginner teachers and not those of experienced teachers. I also chose studies that address the problem of beginner teachers in secondary schools and not in the primary schools.

## 2.2 MAJOR PROBLEMS OF BEGINNER TEACHERS.

The early phase of settling into a teaching position has been studied quite intensively by researchers in several countries as it is regarded as a crucial stage in the career of a teacher. Many education scholars agree that the first year of teaching is exceptionally challenging. First year teaching experiences are powerful influences on teachers practice and attitude throughout the remainder of their careers (Veenman, 1984 ). Even though in South Africa research has been done on the problems of beginner teachers, much of the research comes from Australia, Britain and North America.

In a national survey in England, conducted by the University of Bristol School of Education, the following problem areas were identified:

- Class management and discipline.
- Building good relationships with pupils.
- Teaching mixed ability groups.
- Becoming familiar with pupils' social background.
- Conditions of work.
- Personal problems; housing, finance, etc.
- The functioning of school decision-making machinery.

- Augmenting own subject knowledge.
- Probationary year assessment.

(Taylor and Dale, 1971.)

McCabe (1978) evaluated an official induction project in Northumberland in England. His findings on beginning teacher problems were categorised as follows; initial concerns, departmental concerns and personal factors. Initial concerns included finding your way around the school, having a syllabus and scheme of work, concern about school procedures, worry that pupils may know more than you, concern about which sanctions to use, when to use them, what standard of work to accept, and anxiety about being accepted by colleagues. Departmental concerns were those related to subject teaching- new techniques, approaches, resources, evaluation, etc. McCabe described the sequence of problems he observed in new teachers as “survival, subject, school and surroundings” (P.11)

In Australia, a great interest was shown in beginning teachers' mode of entry to teaching in the early and mid-1970s. To understand better how beginner teachers were coping with their job, the federal authorities commissioned a large-scale national study on induction (Tisher, Fyfield, and Taylor, 1979). The findings from this national project include the following; that beginner teachers are concerned about their ability to evaluate their own teaching, to motivate pupils, to control classes, and to teach pupils with wide ability ranges.

Research on beginner teachers' support in their initial years in the profession was conducted in the United States for the past thirty years. In a research conducted by Johnson and Ryan (1980) on the experiences of the beginner teachers, four common problem areas were identified. These are; planning and organisation, evaluation of student work, motivation of students, and adjustment to the teaching environment.

Grant and Zeichner (1981) who studied beginner teachers' first year of teaching reported that these teachers typically experience "times of great stress, anxiety, frustration and isolation (p.100).

Veenman (1984) made a review of problems of beginning teachers that are reported in 83 studies. From each study, a selection of the reported 15 most serious problems were selected, and comparison was made across all the studies to identify the most common and serious problems. The beginning teachers reported that classroom discipline was the most serious problem, and motivating students was the next most salient point. Dealing with individual differences among students was the third most frequently mentioned problem. Assessing students' work and relations with parents were the fourth and fifth most frequently mentioned problems.

A great deal of evidence suggests that beginner teachers who experience problems in their first year of teaching leave teaching early in their career. The Metropolitan Life 1992 survey of the "second year" (Harris & Associates, 1992) estimated that 25% of beginner teachers do not teach for more than two years and that about 40% leave the profession within their first five years to go into some different occupation (p.3). the report also stated that these "sign of extreme discouragement with the teaching

profession was particularly common among new teachers teaching high school (27%) in inner city or urban settings (24%) and in schools having large numbers of minority (23%) and lower income (21%) students” (p.15). these statistics were similar to the California report by Smith-Davis (1991) who found approximately 50% of new teachers are leaving the classroom by their fifth year.

In 1983 in South Africa, Algie conducted a survey involving 166 beginning teachers and 56 principals in white Cape provincial schools. He identified the following as the most serious problems of beginning teachers:

- Awareness of pupils' previous knowledge.
- Mixed ability grouping.
- Evaluating pupils' work.
- Individual disciplinary problems.
- Pace of work.
- Classroom discipline.
- Lack of confidence.
- Lack of knowledge of organisational working of the school.
- Lack of familiarity with pupils' social background.
- Knowing the expectations of senior staff. (Algie: 112)

Steyn and Nowlan (1989) conducted a study of problems experienced by beginner teachers in the eastern Transvaal. The study was also carried out among white beginner teachers. Relevant information was carried out by means of structured discussions with teachers who had already been in the profession for a year or two.

From this study, both the principals and beginner teachers reported that pre-service training was not adequate enough to prepare new teachers for the reality of teaching. The principals asserted that beginner teachers lack self-confidence; they also seemed unable to maintain adequate discipline. Teachers also found it difficult to motivate pupils in subjects they were not trained to teach. Frequently they were also expected to teach the academically and intellectually weaker classes. Differentiation in teaching pupils of different levels in the same classroom was problematic, especially when lower, standard and higher-grade pupils were all placed in the same class. In a study of the perception of beginner teachers on the induction of the latter from high schools in Bophuthatswana conducted by Sehlaré and Mentz (1994), the findings indicate that beginner teachers need more help from the principal with aspects such as discipline related problems, and smooth running of the classroom in general.

The findings of these studies show close similarities despite the fact that they were conducted in different countries. This means, the problems that our South African neophytes face are more often than not similar to problems faced in Britain, Australia and the United States of America. Classroom management appears to be one of the common problems experienced by beginner teachers when they start teaching. Various scholars in teacher education support this observation. Wildman (1988:4-7) found that the problems of beginner teachers are centred around the organisation and administration of the classroom. In this regard, classroom discipline was highlighted as one of the most severe problem areas. Similarly, Vonk (1983:139-143) identified beginner teachers' problems with the organisation of class teaching, the control of students and the establishment of rules.

It is evident from the above sentiments that many beginner teachers experience a reality shock when entering their profession. Veenman (1984, 143) defines reality shock as “the collapse of the missionary ideals formed during training by the harsh and the rude reality of everyday classroom life”. He further explained that “reality shock deals with the assimilation of a complex reality which forces itself incessantly upon the beginning teacher, day in and day out”(144). Simplistically, reality shock is the realisation the beginner teacher has when he finds that the “real” world of teaching is vastly different to his previously held idealistic view of teaching (Kremer-Hayon & Ben-Peretz, 1986:414). The main cause of this “shock” is the fact that student-teaching usually occurs in a supportive climate under the guidance of a supervisory teacher, often perceived of as a facilitator who is always there to assist and encourage (Kremer, 1984). The moment the student teacher becomes a teacher he/she is expected to be accountable for pupils’ achievement, satisfy parents and authorities, and also trying to fit in with colleagues who vary in age and seniority. As Algie (1983:3) puts it, “the beginner teacher has come from a supportive environment of their training institutions where mistakes are expected, self criticism is encouraged and both tutorials and peer group friendship are readily available”

### 2.3 THEORETICAL ORIENTATION.

Reality shock experienced in the initial year of teaching has been analysed from several theoretical perspectives. According to Feiman-Nemser and Floden (1986), there are three main theoretical approaches to explain the process by which teachers acquire teaching competencies. The first approach concentrate on teachers’ concerns



preoccupations as indicators of different stages in their professional development. Another approach looks at teachers from a fundamentally cognitivistic point of view and explains learning to teach as a process of intellectual maturation. A third approach to analyse the process of introduction to the profession is focused on social and cultural aspects of being a teacher, and on their assumption by beginning teachers.

### 2.3.1 DEVELOPMENTAL STAGES OF CONCERNS

Fuller and Brown (1975) identified a three stage developmental theory of teachers' concerns. During the first stage, concerns about personal survival are predominant. It is a phase in which the teacher is above all trying to maintain the role of a teacher, to stay in control of the classroom, and to please the students. Teachers are concerned about supervisors' opinions, about being observed, evaluated and praised, and about fear of failure. The second stage is described as the mastery stage. It is characterised by preoccupations about the teaching situation itself, that is about materials and methods, and about didactical approaches. Finally, in the third stage the concerns are focused on the students, on their learning, on their social and emotional needs (Veenman, 1984). The understanding derived from this developmental perspective is that; teachers who are mostly concerned about themselves in the classroom are on a low level of teaching maturity. Learning to teach therefore consists in proceeding from stage to stage until the major concerns are directed towards the students.

Data collected by Adams, Hutchinson and Martray (1980) in a developmental study, during student teaching, first-, third-, and fifth-year teaching supported Fuller's theory. Self-concerns decreased in magnitude from student teaching through fifth year

teaching, while teacher task concerns as related to instruction increased with experience. However, task concerns as related to discipline and teachers' concerns with the impact of teaching on pupils did not differ across experience levels: they remained the highest of all the concerns. The researchers ascribe this finding to the fact that teachers feel they should be highly concerned with the impact of teaching on pupils. The concerns typical of beginning teaching have also been studied by Hall and Loucks (1978). The concerns they identified appear to occur in stages, with early worries being primarily about those parts of the job that affect them personally, a finding that parallels the conclusion reached by Fuller and Brown (1975). Concerns about management of the many facets of the classroom and how to get tasks accomplished seem to occur next. According to Hall and Loucks, unless these types of concerns are addressed, teachers are unlikely to resolve them and move on to issues more related to the impact of their teaching on their students.

In the study by Sitter and Lanier (1982), the five participating student teachers in an alternative teacher education programme experienced concerns similar to those detailed by Fuller and Brown (1975). The beginner teacher did not however experience them in a particular sequence. That means, they did not resolve one concern before moving to the next, but dealt with them simultaneously. The generalisation emerging from these studies is that, beginning teachers are first concerned with issues of their own survival, then with issues relating to mastery of the teaching task, and lastly with impacts on students.



### 2.3.2 COGNITIVE DEVELOPMENTAL FRAMEWORK.

Feinman-Nemser and Floden (1986) based their theory of teachers' cognitive development on the work of Sprinthall and Thies-Sprinthall (1983), who assume that human development is a consequence of changes in cognitive organisation, changes which represent new ways of perceiving the world. Under this perspective the teacher is conceived as an adult learner, and teacher training as the process by means of which teachers are assisted in gaining high and more complex conceptual levels. The most important assumption is that people on higher levels of cognitive development function in a more complex way, own a broader repertory of didactical skills, have a more profound perception of problems, and are able to respond more precisely and emphatically to other persons' needs (Veenman, 1984).

The study by Glassberg (1980) involving thirteen first year teachers who had participated one year earlier in a student teaching experience designed to promote their psychological maturity, provides an example of the contribution of the cognitive developmental approach to the study of beginner teacher experiences. Beginning teachers at different developmental stages perceived and processed classroom problems in different ways. Beginning teachers at lower stages viewed themselves as defensive and unable to successfully motivate students, and stated that the administration of the school should assume responsibility of discipline in the classroom. Beginning teachers at higher stages of development emphasised the importance of respect, empathy, the necessity of understanding individual differences, and the desire to respond in a manner that facilitates the academic and personal growth of students. These responses of beginner teachers in the clinical self-reports suggested that stages

of development may be an important factor in determining their perceptions of classroom events.

### 2.3.3 TEACHER SOCIALISATION FRAMEWORK.

One way to look at the entry of new teachers into the school is to consider it from the perspective of socialisation into the norms and standards of an existing organisation.

The socialisation approach to the process of becoming a teacher is focussed on the interplay between individuals' needs, capabilities, intentions and institutional constraints.

In a longitudinal study of eleven beginning teachers, Geherke (1981) sought to generate concepts of the way beginning teacher adapts the teacher role to meet their own needs while being socialised to the role demanded by others. Three interrelated categories of teacher personalisation emerged from the data: needs, perceptions and behaviours. Four specific needs were important ~~were important~~ during early role transition; need for respect, need for liking, need for belonging, and need for sense of competence. These basic needs affected the behaviours they chose in enacting the role of teacher. The three categories of need, perceptions and behaviours could be conceived of in a hierarchical fashion. The teachers' needs formed the first level of the model, the teachers' perceptions the second level, and the teachers' role personalising behaviours the third level.

In a two year longitudinal study Zeichner and Tabachnick (1983) studied the development of teacher perspectives. During the second phase of their study, they

followed four of the original group of student-teachers into their first year of teaching. To understand the degree to which the four beginning teachers conformed to institutional demands, they used the concept of “social strategy” developed by Lacey (1977). Three distinct strategies were identified :

- (a) internalised adjustment, in which the individual complies with the constraints and believes that the constraints of the situation are for the best.
- (b) Strategic compliance, in which the individual complies with the authority figure’s definition of the situation and constraints of the situation but retains private reservations about them.
- (c) Strategic redefinition of the situation implies that change is brought about by individuals who do not possess the formal power to do so. They achieve change by causing those with formal power to change their interpretation of what is happening in the situation (Lacey, 1977: 72-73).

These strategies proved to be powerful in the study by Zeichner and Tabachnick (1983). Three of the four teachers attempted to redefine the range, in their view, of desirable behaviours in their schools (e.g. in relation to teacher-pupil relationship, curricular goals, discipline, school rules). Two of the three strategic redefines were successful in their efforts. One did it covertly and subtly within the classroom walls, the other openly in plain view of her colleagues and principal and under strong pressure to conform but with support of the parents. The other redefiner failed because of lack of support from colleagues, the rejecting and disruptive responses of the pupils, and own feelings of despair. One beginner teacher adjusted to the dominant norm in the school

at the level of both values and behaviours. Important influences on the development of perspectives and adaptation of these four beginning teachers to institutional regularities were the strength of the perspective, coping skills and political sensitivity, the degree of contradiction between formal and informal school cultures, the personal or direct control of the principal, and the reaction of the colleagues, pupils and parents to teachers. "The most pervasive and powerful factor in determining the level of institutional constraints in all the schools was technical control exerted through the timing of instruction, curriculum materials, the architecture of the school" (Tabachnick *et al* 1983: 72).

#### 2.4. MY THEORETICAL FRAMEWORK

This study aimed at describing the major problems of beginner teachers and the kind of support that is offered to them. The three theoretical framework discussed above, viz; developmental stages of concerns, cognitive development framework, socialisation framework; have been developed to look more carefully at the process of becoming a teacher. Above all, they give a comprehensive understanding of the problems beginner teachers experience during induction period. At the same time, these approaches provide some guidance in designing interventions for enhancing the developmental process.

1. My study of beginner teachers' problems has been adapted from Fuller and Brown (1975)' theory of teacher developmental stages. I find this perspective to be quite useful since it provides a comprehensive framework which allows data to be captured on various factors, *inter alia* it is about one's adequacy as a teacher, class

control, relation to pupils and supervisors, opinion about being evaluated, concern about mastering the teaching task, about differentiation in teaching. This means it provides categories for describing and explaining problems of beginner teachers. These categories are used in collecting and analysing data.

## 2.5 INDUCTION PROGRAMMES

### 2.5.1 INTRODUCTION.

The transition from student of teaching to regular classroom teacher is a complex one. As alluded in the literature reviewed in this study, the first year of teaching is a critical and often difficult point in teacher development. McDonald (1980) in a comprehensive study of beginning teaching reports:

for most teachers, the initial experiences of teaching are traumatic events out of which they emerge defeated, depressed, constrained or with a sense of efficacy confidence and growing sureness in teaching skills.(p.5)

Hoffman *et al* (1986) had noticed that, beginning teachers being abandoned by the institution where they receive their pre-service training and considered “peers” to all other teachers by their employer, have traditionally being left to their own devices to endure the first few years of teaching. Beginner teachers have generally experienced the same problems since 1930 when entering the teaching profession (Veenman 1984). This is a clear indication that training programmes alone cannot prepare the beginner teachers fully for the actual teaching, some skills and expertise can only be obtained through experience gained in the classroom (Nowlan, 1991; 11).

These findings suggest that the establishment of induction programmes, whereby beginning teachers are nurtured and supported seems to be a reasonable approach to solving the problems inherent in the new teacher's job. Various scholars support the need for induction programmes. Jarvis (1982:241) asserts; "it becomes clear that the first year teachers, whatever the quality of their previous training, would benefit from planned professional support". Ryan (1979) also suggested that the transition from pre-service to induction might be a fruitful point of systematic attention in which to promote professional growth. It is within this kind of understanding that in several countries national and state resources have been made available to improve and ease the new teachers' transition into teaching and professional growth.

#### 2.5.2 DEFINITION.

The term "induction" is derived from the Latin word "inducere" which means, "to guide into" (Cole & McNay 1988:5). According to Eye (1956), induction is a process of assisting teachers in adjusting to a new teaching environment. He explained that induction encompasses all activities, efforts, and experiences that are designed to assist new comers to adapt satisfactorily to the new work and the new situation. From this definition, the induction phase can be described as a formal phase where the teacher is introduced into the practical aspects of teaching.

#### 2.5.3 MODELS OF INDUCTION PROGRAMMES.

Information on programmes that have been established comes from the United States, Britain, Australia and Canada. Even though there are remarkable similarities with



respect to professional support required by beginning teachers in different countries, teacher induction programmes take a variety of forms and are in place for various period of time. An important fact in designing an induction programme is to identify precisely the nature of the assistance that would be most helpful to the new teacher (Odell, 1986).

#### 2.5.3.1 COLLEGE BASED INDUCTION PROGRAMME.

The co-operation between the school and the college can take various forms of support programmes to help beginner teachers. Hegler and Dudley (1987) describe how the Doane College induction programme in England works. The induction programme for graduates begins as soon as the individual is hired by local education agency (LEA). Doane College makes arrangements with LEA to the effect that they will collaborate in the beginning teacher induction. The following points specify this arrangement:

- The visits by the college supervisor to the classroom of the beginning teacher at least twice during the first six to twelve weeks of the first semester.
- LEA provides a support teacher who will be released from classes a minimum of twice during the first semester to participate in beginner teacher classroom.
- Doane pay the cost for the release of support teacher.
- The chief administrator will complete a beginner teacher evaluation form and return it to Doane. (Hegler, 1987:53).

The role played by the college supervisor is important in the beginning teacher transition into teaching. The college supervisor assesses the development of the beginning teacher, teaching skills. He then shares impressions and specific data from the classroom observations with the beginning teacher in a conference during the day. These activities document and promote the improvement of teaching performance. More importantly, the college supervisor breaks down the social and professional isolation experienced by most beginner teachers. Beginner teachers receive an increase in collegial and administrative support. The final element of the induction programme is a series of workshops for the beginner teachers during the second semester of teaching. These workshops enable beginner teachers to acquire additional knowledge and skills.

The importance of this is that it encourages self-evaluation and reflection about teaching strategies as a way to identify alternatives for the classrooms. It is also on a developmental model of specific teaching competencies, pre-service through in-service, with support during the critical transition from college classrooms in schools (Hegler, 1987).

#### 2.5.3.2 SCHOOL-BASED INDUCTION PROGRAMME.

Many schools in various countries provide reasonable support through induction programmes for their new teachers. The fact that these programmes become the initiative of the schools does not rule out the possibility of co-operation with other stakeholders in education. As Cole and McNay (1988:8) suggested, for the successful implementation of these programmes as training programmes, standards, regulations



and responsibilities there is a need for co-operation by all concerned parties. The school-based induction programme is more or less structured as follows:

### **Orientation programmes.**

Most school systems have some form of orientation programme to welcome new teachers to the school system, community and profession. Orientation programmes and activities range from single introductory sessions, weeklong programmes offered before the school (Cole, 1993). Areas that could be covered during this phase include, *inter alia*:

- Introducing the new teachers to each other and those old in the field.
- Giving information on the school history, ethos and goals.
- Providing more specific details about the induction programmes and procedures.
- Being supplied with textbooks, syllabus pamphlets and work schemes.
- A tour of the building, grounds and facilities.

(Gibbon, 1987:12).

One important factor to take into consideration in offering orientation programmes, is to regard them as continuous activities that are aimed at integrating the beginners into the staff team and into the school's programme over a long period.

### **Ongoing support.**

From the orientation phase the beginner teacher moves into the development phase, which allows for the adaptation to the life and ethos of the school, and to develop professionally. Many schools in the United States, Britain and Australia organise special activities for their new teachers. These may take the form of meetings for staff and special consultations throughout the year for beginner teachers (Tisher, 1980).

According to Cole (1993:), many schools in Ontario province in Canada rely on workshops which continue to be the most popular method of delivery to professional development programmes. Whether in a block of time, in a monthly series or sporadically throughout the year, new teachers are invited to participate on workshops on topics such as, time management, discipline and classroom management, coping with stress, meeting individual student need, home school communication, evaluating and reporting, and celebrating success. Communication and support networks are often encouraged through inter-school visitation programmes, occasional newsletters, peer support groups, computer conferencing, semi-annual or annual system-wide social events and course through system sponsored professional development events (*ibid.* 246).

For these supports to be successful, it become imperative for schools to reduce the beginning teachers' work load so that they can have enough time to attend to these programmes. In Australia, a number of the state and territory authorities have a policy that beginning teachers will receive a reduced workload (Tisher, 1980).

### **Allocation of a mentor.**

One key feature of school-based induction policies in several countries, is the appointment of an experienced teacher as a mentor to be responsible for the induction of new teachers. The concept mentor has a variety of meanings depending on a particular situation or purpose. Crossland (1991) defines a mentor as a “critical friend”. The mentor could play a supervisory role in the life of the teacher. However, the concept of a mentor is not to be conceived and exercised in a narrow term. Gibbon (1987) conceive a mentor as the information source, encourager, problem solver, facilitator, sounding board for the novice and the co-ordinator of the induction programme for one or more beginning teachers in the school (p.13). According to Cole (1993:248), a mentor teacher is “a role model, confidante, facilitator, advisor, and coach.

Research has shown that mentored beginning teachers seem to evince more competency and motivation than teachers without mentors (Huling-Austin, 1987:13). Huffman and Leak (1986) studied a beginner teacher support system in Carolina after a year of implementation. 108 new teachers were asked about their views of the mentoring programme. They found that mentors could be effective in addressing the needs of new teachers, but to maximise their effectiveness the mentors should teach the same content and work at the same grade level as the beginning teacher. Furthermore the authors conclude that, it is imperative to provide adequate conference time for mentors and beginner teachers if the induction participants are to achieve programme

objectives. Increased workload to mentors is perceived as threatening the quality of their teaching Pyke (1994).

There are important points to consider when selecting a mentor. Gibbon (1987:13) advises schools not to use the senior management such as the principal or the deputy principal, heads of departments, or the subject head of any of the beginning teachers. He recommends the mentor to be an experienced staff who is well informed about the structures, policies and procedures of the school, who possesses good interpersonal skills, who is respected as an effective teacher and who is willing to hold this responsibility.

An important issue to consider in mentoring is the opportunity for beginner teachers to be observed and to observe mentors and other teachers while they teach. This will enable beginner teachers to develop teaching expertise more quickly and also become socialised to the norms of collegiality and continuous improvement (Huling-Austin, 1992: 175). This will help the beginner to have a chance of seeing mentors demonstrating the lessons. Another point to consider in mentoring is the ability of the mentor to take into consideration the developmental level of beginners. Gray and Gray (1985) have shown that a healthy mentoring relationship involves a progression from relative dependence of the beginner at the start of the relationship to autonomy and self-reliance as the beginner grows into a colleague and a peer. Different ways of giving assistance include; directing and supporting beginners' actions and plans, encouraging reflection, providing direct assistance in the development of process, policy, or product, mediating (Wildman *et al*, 1992).

Algie (1983) provides a developmental framework for an induction programme:

- A carefully planned appointment and placement procedures.
- A pre-service working visit and orientation period during the last quarter of the school year.
- An orientation period at the start of the academic year.
- Provision for the beginning teacher to receive informal support from members of staff, specific time should be allocated for this purpose.
- A development period of short formal courses in the first and the second terms of school academic year.
- A carefully planned assessment procedure.
- A review and evaluation period at the end of the year of the programme implemented.

( 1983:142)

In implementing induction programmes schools need to take into cognisance the diversity of their beginner teachers. This means that, it will be fatal for educators to transplant some of these programmes from one situation to another without carefully adapting them to a particular situation.

## CHAPTER 3

### METHODOLOGY

#### 3.1 PHILOSOPHICAL UNDERPINNINGS FOR QUALITATIVE RESEARCH AND PARADIGMATIC CONSIDERATIONS.

It is essential when conducting research to locate it within its relevant and appropriate philosophical and paradigmatic context. A paradigm can be defined as “a worldview, a general perspective, a way of breaking down the complexity of the real world”(Patton, 1990:37). In this regard, two major research paradigms are apparent and acknowledged in methodological discussion. These are the positivistic and the naturalistic paradigms. Each of these paradigms to research is built on a very different set of underlying assumptions. The positivistic paradigm generally focuses on empirical and quantifiable study and aims for generalisation of findings, while the naturalistic paradigm emphasises a more holistic, naturalistic, interpretative and qualitative approach which is more context-specific (Guba and Lincoln, 1988;Husen, 1988;Keeves, 1988; Patton, 1990; Maykut and Morehouse, 1994.) Initial debate on these paradigms tended to focus on which was the more effective, whereas current views tend to indicate that either may be appropriate in different situations, that neither is necessarily “better”and that the two may actually prove to be complementary (De Landsheere, 1988;Schofield &Anderson, 1987). As De Landsheere claims “It is now widely acknowledged that no one research paradigm can answer all the questions which arise in educational research”(1988:15). Keeves (1988:22) agrees in his claim



that “both quality and quantity are misconceived if they are considered to be alternatives and antithetical to one another.”

The choice of a paradigm for a study is determined by which seems to be more methodologically appropriate in the light of the aims and context of the particular piece of research. Having located oneself paradigmatically, the issue [for the researcher] then becomes not whether one has uniformly adhered to prescribed canons of either logical-positivism or phenomenology but whether one has made sensible methods decisions given the purpose of the inquiry, the questions being investigated, and the resources available (Patton, 1990:39).

In the light of the given information I have chosen to locate this study within the naturalistic or qualitative inquiry approach, for a number of reasons. First, my aim was to obtain an in-depth understanding of how beginner teachers experience the process of becoming a teacher. I intended for this understanding to acknowledge and investigate the complexities involved. This seemed more appropriately achieved through the use of naturalistic and qualitative methods. Secondly, my goal was not to generate generalisable findings but rather to gain a deeper understanding of the needs of teachers in the process and how these can be addressed. Lastly, the naturalistic paradigm most closely approximated my own understanding of the world and of issues such as the possibility of objective truth. My personal philosophy is one of acknowledging and seeking to make sense of complexity, and embodies the notion of truth as “evasive and multifaceted and cannot be pinpointed in simple terms” (Lieblich and Josselson, 1994:ix). Locating myself within the naturalistic paradigm thus made personal as well as methodological sense. As Cziko (1989:17) claims “the most we can



ever realistically hope to achieve in educational research is not prediction and control but rather only temporary understanding". This is the kind of understanding that I seek in this research.

Having located my research within the relevant paradigm, it becomes important to examine what this choice entails. Within the naturalistic approach a number of theoretical traditions and orientations are incorporated. These include ethnography, phenomenology, ethnomethodology, systems perspectives, chaos theory and orientational qualitative inquiry (Patton, 1990). What connects these orientations is the fact that research done under their umbrella generally tends to be qualitative, to the extent that this paradigm is sometimes referred as qualitative. Qualitative research allows for studying issues more holistically and in a greater depth, and generally results in a situation where fewer cases lead to greater understanding but reduced generalisability (Guba & Lincoln, 1988; Patton, 1990; Strauss & Corbin, 1990; Maykut & Morehouse, 1994:). Qualitative research has become increasingly popular over the last twenty years, and in this time has become applied to areas of study "heretofore had ignored or even scorned such methods, particularly in educational research" (Schofield & Anderson, 1987:252). Qualitative research has become a useful approach if one is seeking to describe an experience or a situation, rather explain, predict or control outcomes. In this respect the claim is made that "educational research should focus on providing descriptions and interpretations of educational phenomena to provide findings that can be used to improve our understanding of learning, development and education"(Cziko, 1989:17). Certain research problems lend themselves more readily to qualitative methods, namely "research that attempts to

uncover the nature of persons' experiences with a phenomenon" (Strauss & Corbin, 1990,19), as this research does. The data such methods produce is "rich, personal, close to the real world, and contain a depth of meaning that more abstract forms of evidence lack"(Sowdeen & Keeves, 1988:13).

The subtleties and complexities inherent in human relations are more able to be expressed through the use of a qualitative approach. Much of the research that has been conducted on the induction of beginner teachers has been embedded in positivistic paradigm. In researching the problems and needs of beginner teachers, researchers used questionnaire more often than not. I believe that by adopting a different design-qualitative approach-would be more appropriate to my focus of inquiry. By using interviews I can truly hear the voices of those I seek to understand. As Maykut & Morehouse put it, qualitative research "generally examines people's words and actions in narrative or descriptive ways more closely representing the situation as experienced by the the participants"(1994:2)

The specifics of contexts, subjects and methods utilised in this research are grounded in its philosophical background, since the rationale behind the choices made in this areas stems from its paradigmatic orienration. These areas will thus now be addressed.

### 3.2 CONTEXT AND SITE OF STUDY.

Qualitative researchers are interested in understanding people's experience in context. As Maykut and Morehouse put it "the natural setting is the place where the researcher is most likely to discover, or uncover, what is to be known about the phenomenon of

interest”(1994:45). This characteristic of qualitative research reflects the philosophical underpinnings of naturalistic paradigm. It was within this context that my research studied beginner teachers within their school situation. Three high schools around Cape Town were selected. The criterion for selecting these schools was based on a combination of ex-DET- Department of Education and Training, ex-HOR-House of Representatives, and ex-model C schools. My assumption was that these schools emerging from different historical background, i.e. coming from three different departments of education, characterised by huge disparity in resources and facilities, would depict a variety of beginner teachers’ problems.

### 3.3. SUBJECTS

Two teachers from each school were the subjects of this research. These teachers were those who were already in the field, but have one to three years of teaching experience, particularly those who did not teach even before they went to the colleges or universities. A growing body of qualitative research suggest that there are gender differences in how knowledge is received, understood and integrated (Belenky, Clinchy, Goldberger and Tarule, 1986; Marton et al., 1984; Perry, 1970). Thus, to fully understand the experiences of beginner teachers in their first years of teaching, I involved both women and men in my study. The criteria for selecting teachers were basically on the accessibility of each to the researcher.

### 3.4 DATA COLLECTION.

Qualitative methodology is based upon an attempt to observe people and events as they are and happen, and in their natural setting. It stands in opposition to

methodologies which create artificial conditions for experiments and observation (cf. 3.1). Qualitative research has become a useful approach if one is seeking to describe an experience or a situation, rather explain, predict or control outcomes. It is within this understanding that the research method or the technique for gathering in information need to be related to the methodological considerations (Harding 1987; 2). Having located my research question in qualitative methodology, it became imperative to employ research methods, which are in congruent with it. Various data collection techniques are used in qualitative research, such as participant observation, intensive interviewing and personal documents. All these techniques allow the researcher to become intimately acquainted with the life-world of his subjects (Patton 1990).

This research tries to capture people's exact words in the real setting. This is particularly important because the qualitative researcher is specifically trying to understand and describe what is going on in the terms used by the people in the setting he/she is studying (Maykut & Morehouse 1994, Patton 1990). Given the nature of my research topic, which dwells in-depth with people's experiences, I found it convenient to use interviews as the sole data collection method. It could have been useful for me to use participant observation in my research, so as to gather rich information. However, given the nature and level of my course, wherein I am not expected to produce a comprehensive study, but a study of limited scope. Moreover, due to time constraints, I could not use participant observation so as to see exactly what is happening during the induction period.

The research interview has been defined as “a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation” (Cannell and Kahn, 1968). Interviews are important when a researcher is interested in gaining rich detailed material from participants. In this sense it allows for a greater depth. This is the level where it differs with questionnaire. In questionnaires respondents are required to record their responses to set questions without any room to add further. Tuckman (1972) puts some advantages of interviews over questionnaires as follows:

- There is extensive opportunity for asking in interviews whereas this becomes limited in questionnaires.
- Opportunities for probing are possible in interviews whilst they are difficult in questionnaires.
- Typically the number of respondents who can be reached is limited in interviews whilst it is extensive in questionnaires. In the case of my study, this becomes an advantage since I will not be required to see many teachers during the short period of my research.
- In interviews, the rate of return is good, whereas in questionnaires it is poor.

Two major kinds of interviews are discernible in educational research, viz.: the structured interview and the unstructured interview. Structured interviews are preferred in quantitative research. According to Cohen and Manion (1994:273) the structured interview is “one in which the content and procedures are organised in advance. This means that the sequence and wording of the questions are determined by

means of a schedule and the interviewer is left little freedom to make modifications”.

In this sense it is characterised by being a closed situation. Contrary to structured interviews; the unstructured interview is an open situation having greater flexibility and freedom (ibid. 273).

In the ensuing section, only the unstructured interview is discussed as it is the only strategy employed in this current study.

#### 3.4.1 THE UNSTRUCTURED INTERVIEW

While the interview features in both quantitative and qualitative research, different interviewing styles are related to the different assumptions which underpin them (Powney & Watts, 1987:17). In the case of a qualitative research the unstructured is preferred as a suitable method of data collection as it allows the interviewer to secure lucid, accurate and full accounts from informant’s personal experience (Burgess, 1982:108). The unstructured interview can be broadly defined as a guided conversation (Lofland and Lofland, 1984:12) in which the interviewee rather than the interviewer imposes the structure of the interview (Powney& Watts, 1987:18). Nevertheless, this is not a laissez-faire issue, as Cohen & Manion (1994:273) assert, “this does not mean, however, that the unstructured interview is a more casual affair, for in its own way it also has to be carefully planned”.

Burgess (1982) distinguishes between a totally unstructured interview which is not preceded by any literature study and the unstructured interview in which the interviewer uses a loose schedule (interview guide) of questions, which are based on foregoing literature study, to guide the interview. This loose schedule serves as a



guideline or a basic checklist during interviewing and ensures that certain important areas are covered. However, no particular order of questioning is followed although the interviewer strives to keep the informant relating experiences and attitudes that are relevant to the research problem and encourages the informant to discuss these experiences naturally and freely (Burgess, 1982:107). The interviewer is thus required to adapt both the wording and the sequence of questions to specific respondents in the context of the actual interview (Patton, 1990:280).

The unstructured interview usually use open-ended questions. Cohen & Manion (1994:277) put the advantages of these types of questions as follows:

“They are flexible, they allow the interviewer to probe so that she/he may go into more depth if she/he chooses, or to clear up any misunderstandings; They enable the interviewer to test the limits of the respondent’s knowledge; They encourage co-operation and help establish rapport, and they allow the interviewer to make a truer assessment of what the respondent really believes”.

By means of probing, the interviewer must encourage talk so that sufficient detail is solicited to create a clear picture of the informants’ experiences. The aim of the unstructured interview is to elicit from the interviewee rich, detailed material filled with words that reveal the interviewee’s perspective (Bogdan & Biklen, 1982:136, Maykut & Morehouse, 1994:95). Lofland and Lofland (1984:11) define rich data as a wide and diverse range of information collected as a result of direct, face-to-face contact with people. Such data is filled with detail and examples.



### 3.5 DATA ANALYSIS.

Data analysis in qualitative research is the process of systematically searching and arranging the interview transcripts or any other data. According to Bogdan and Biklen(1992:153), analysis involves “working with data ,organising them,breaking them into manageable units, synthesising them, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others”. In this regard data analysis becomes a difficult exercise, since one is confronted with a mass of data which needs to be processed.

The challenge is to make sense of massive amounts of  
Of data, reduce the volume of information, identify  
Significant patterns and constructs a framework for  
Communicating the essence of what the data reveal  
(Patton, 1990:371-372).

This task of interpreting and making sense out of the collected material is really not a small challenge. More especially that a great deal of data is generated, and needs to be processed in a manner which makes theoretical sense as well as does justice to the qualitative nature of the data, i.e. does not reduce data to the point where the flavour is lost. Characteristic of qualitative research is the simultaneous collection and analysis of data which occurs throughout all stages of the study (Burgess, 1985:9). However, it is only after the fieldwork stage of the research has been completed that the researcher concentrates most on the analysis and interpretation of data (Bogdan and Taylor,1975)

There are no formulas or absolute rule for determining how qualitative data may be analysed. Miles and Huberman (1984:16) clearly put this fact as follows, “we have few agreed-on canons for qualitative data analysis, in the sense of shared ground rules for drawing conclusions and verifying their sturdiness”. However this does not mean that there are no guidelines to assist in analysing data.

Strauss and Corbin (1990:22) describe three approaches to analysing qualitative data. According to them, These three approaches to analysis can be thought of as varying along a continuum ranging from a low level of interpretation and abstraction engaged in by the researcher, to a high level of interpretation required for theory building. The first approach involves the presentation of data without any analysis. The aim is to let the interviewee tell their stories without interpretation. The second approach involves accurate description of what the researcher has understood, reconstructing the data into a recognisable reality for the people who have participated in the study. This approach requires some selection and interpretation of the data, and the skilled researcher using this approach becomes adept at “weaving descriptions, speaker’s words, fieldnotes quotations, and their own interpretations into a rich and believable descriptive narrative”(Strauss & Corbin, 1990:22). The third approach to data analysis involves the development of theory. It requires the highest level of interpretation and abstraction from the data in order to arrive at the organising concepts and tenets of a theory to explain the phenomenon of interest (ibid.).

My approach to data analysis was based on Strauss and Corbin’s second approach. The data analysis proceeded as follows, although in a flexible manner.

Interviews were transcribed, and all other data (field notes) was typed up. After the tapes of the interview were transcribed, the data was read and re-read, in conjunction with notes made during the interview. After reflecting upon the data, I coded the data in terms of important recurring topics. Codes are category names that grouped the data according to topic area. After coding, data was sorted into certain themes. As patterns and themes emerged, they were sorted out and files were opened for each theme. Using these thematic files, each case was explored and the interviewee's response to a particular theme was compared to that of the other interviewee, until the dominant themes were identified.

I found the process of data analysis to be time-consuming and painstaking. It demanded a continual working back and forth from the data. Data analysed yields rich descriptions of how respondents experience events in their lives. Data is considered "rich" because it is data with a great deal of depth, in comparison with data gathered by quantitative methods which is seen by qualitative researcher as giving only a superficial portrayal of complexities of the social world (Bryman 1984:79). Research results were written up according to key themes, supported by the respondents' own quotes.

### 3.6 CRITERIA FOR VALIDATING QUALITATIVE RESEARCH.

Qualitative research cannot be judged by the same criteria as quantitative research, for the obvious reason that its methods are so different. In this regard, reliability, validity and Objectivity, which are the hallmarks of good quantitative research take on a different meaning when applied to qualitative research. One common difference is that the validity of qualitative research depends largely on the researcher and his/her skill,

knowledge, competence and rigour. As Patton (1990:14) puts it, “the researcher is the instrument”. He further argues that this human element in qualitative inquiry is both its greatest strength and most basic weakness. This relates to the claim made by quantitative researcher that research should be objective. Qualitative researchers do not seek objectivity, they acknowledge that the social researcher cannot be free from his/her values and social constructions (De Landsheere 1988). Rather, they aim for neutrality on the part of the researcher, as well as confirmability of the data (Guba & Lincoln 1988). One means of achieving this is through the use of a confirmability audit, or audit trail, which demands that all data and documentation be kept in a coherent form for consultation by those who wish to confirm (Guba & Lincoln 1988, Maykut & Morehouse 1994, Patton 1990). In this study, this fact was taken into consideration; it was within this understanding that a separate audit trail booklet was kept for confirmation.

There are other means besides confirmability of ensuring the trustworthiness of qualitative inquiry. Guba and Lincoln (1988) propose credibility, transferability, and dependability. Credibility is the qualitative equivalent of internal validity “seen as a check on the isomorphism between the inquirer’s data and interpretations and the multiple realities in the minds of the respondents”(Guba & Lincoln 1988:84). This can be achieved through various techniques, inter alia, extended engagement at a site, persistent observation, and peer debriefing. Transferability is the qualitative equivalent of generalisability, and this can be achieved through theoretical or purposive sampling, and /or

thick description, furnishing enough information about a context to provide a vicarious experience of it, and to facilitate judgements about the extent to which working hypotheses from that context might be transferable to a second, similar Context (Guba & Lincoln, 1988, 85 ).

The third criterion for trustworthiness is dependability, which is the equivalent of reliability. Dependability can be enhanced through a dependability audit “whereby it is ascertained whether the data was collected and stored in a way which would meet the criteria of good practice”( Van der Hoorn 1995:170). Similar to confirmability as discussed above, auditing ensures that one’s raw data is available for scrutiny.

Patton (1990: 372) argues that since, unlike quantitative research, there are no formulae for determining significance and no tests for measuring reliability and validity, the researcher must strive to “do the very best with your full intellect to fairly represent the data and communicate what the data reveal given the purpose of the study”.

### 3.7 SUMMARY

This chapter described the rationale for the choice of a qualitative approach for this study of experiences of the first year of teaching by beginner teachers, as well as a clear explanation of the tenets of qualitative methodology and the unstructured interview as method of data collection. In qualitative research, the researcher’s account of the process is fundamental in offering some assurance of credibility and trustworthiness. It is incumbent upon the researcher to provide as thorough an account as possible. As Patton (1990) claims, “analysts have an obligation to monitor and report their own analytical procedure and processes as fully and truthfully as possible”.

## **CHAPTER 4.**

### **PRESENTATION, DISCUSSION AND SUMMARY OF THE FINDINGS.**

#### **4.1. INTRODUCTION.**

In the previous chapters, the rationale behind studying beginner teachers' experience in their first year of teaching was given. Similarly, the literature discussing the dynamics of the process of becoming a teacher was presented. In chapter 3, the research methodology, the rationale for the choice of a qualitative approach for this inquiry and the research design utilised have been described.

This chapter presents and discusses the data generated during in-depth interviews with six teachers from three different schools. Firstly, characteristics and background data are outlined, followed by a summary of the overall interview process. Thirdly, significant themes, which emerged from the interviews, were presented. Themes are constituted by identifiable units in the respondents' accounts, grouped according to larger units or major experiences, and presented and described in details by means of narrative descriptive material, where the words of the respondents are quoted. No attempt has been made to correct language used. Thereafter, the significance of each theme, which emerged from the research data, is discussed respectively.



## 4.2 TEACHERS AND SCHOOLS CHARACTERISTICS.

Before I go into the analysis of data, it will be worthwhile to start by looking at the characteristics and background data of the sites and the people involved in this research.

The aim of this research was to explore the problems experienced by beginner teachers in their first year of teaching and to look on the kind of assistance offered to these teachers in some selected Cape Town High Schools. I had expectation that beginner teachers will depict different preoccupations and concerns depending on a particular school environment. It was within this understanding that two teachers per school were interviewed from three different schools. The schools were identified and classified according to socio-economic set up of Cape Town communities. The following three categories of schools were identified. (Pseudonyms were used to conceal the identities of the schools and teachers).

School A : This school was under the control of the Department of Education and Training (DET) during apartheid era. The school is situated in one of the black locations within the Cape flats. It is easily accessible to everyone, even unwanted elements, since it is situated in the center of the location and alongside a mainroad. Some of the school's neighbouring institutions include, a church, a shopping complex, a primary school and a busy liquor selling spot. In this case, there is a strong likelihood of attention drawn by these institutions to the school. However, the school is securely fenced with a gatekeeper who monitors access. Like any urban black schools, School A does not have enough space. I have been told that the school utilises community facilities for extra-mural activities.



In this school I interviewed two teachers, namely, Monwabisi and Lungiswa. Both of them had completed their BA (HDE) from the University of the Western Cape.

Monwabisi, a history teacher was above 30 years of age and was in his second of teaching. He is the product of this school, which means he matriculated in this school and also coming from the community of the school.

Lungiswa's age was in the range of 25-29, and was in her second year of teaching.

Unlike Monwabisi who stays around the community of the school, Lungiswa comes from afar community but with similar cultural background.

School B: The school was under the jurisdiction of the House of Representatives (HOR) during apartheid. The school is situated in the coloured community in the Cape flats. It is situated far away from the congestion of the public. However, the school security is tight: doors and windows are burglar proofed, high fence and the gates remain closed throughout the day. The school is having sports facilities which appear not to be looked after. I interviewed Goliath and Yusuf who were both in their first year of teaching.

Yusuf a 24 year old accountancy teacher had completed his Diploma in Commercial Education in Peninsula Technikon. Goliath even though was in her first year teaching was 30 years old. She did BA (HDE) in the University of the Western Cape.

School C: During apartheid era this school was run by the Department of National Education in the house of assembly (DNE). The school is situated in a quiet place in one of the flashy suburbs in Cape Town. It is still a new school which according to its

record, it was built in 1986. The school is far away from any disturbances and noise from the public. It is well fenced and it is having enough space for various sporting codes, e.g. Rugby ground, cricket and soccer grounds. In general, the school's appearance is impressive.

I interviewed Beverly and Reginald who were teaching for the first time. Beverly was having an honours degree and a teaching diploma from the University of Cape Town. Her age was from 20 – 24, and she was teaching commerce. Beverly stays around the school, her mother teaches in the school and had also matriculated in the same school. Reginald has completed his BSc in the University of Western Cape and had not yet completed his teaching diploma. For him, teaching was a second thought after he failed to secure employment from the private sector. However by the time of interview he was feeling well established in teaching.

I had expectations that beginner teachers from ex-DET and ex-HOR schools experience greater problems than those from the ex-DNE schools. This is attributed to the fact that in the past there was unequal provision of education to all South Africans. The imbalances in the distribution and management of resources in education was the result of three centuries of racially based minority rule, including a final forty years of ideological apartheid. According to a report by the Reconstruction and Development Programme (RDP) office on children poverty and disparity reduction (May, 1996:24), the minority white population accumulated most of the resources of the country, by systematically race based discrimination for many years.

Under the new Government of National Unity (GNU), the racially oriented apartheid education departments have been combined, but the extreme inequalities in the allocation of resources remain and continue to impact on the process of professional teaching. According to the White Paper on Education released in March 1995, “millions of South African children and youth are learning in school conditions which resemble those in the most impoverished states, and access to technological and professional careers requiring a strong basis in Mathematics and Science is denied to all but a fraction of the age cohort, largely because of the chronic inadequacy of teaching in those subjects, at the same time South Africa provides education for the privileged minority at full first world standards” (p.18).

Besides the problem of scarcity of resources, these schools also experienced a growing number of overage students. A report by RDP on children poverty and disparity reduction, indicate that many African students are engaged in a process of “catching up” on schooling missed during the years of political struggle such that the majority of African candidates in standard 10 are twenty years and older (1996:34). This can pose a serious threat to young beginner teachers. They may experience anxious moments when coming to classroom management as they will be dealing with students who are almost their peers.

The situation in Cape Town African and coloured schools is further worsened by the proliferation of gang fights and violence in their localities since the democratic elections.

A survey conducted by Market Research Africa in November 1997 showed that gang activity was widespread in the Western Cape. The survey also showed that coloured people were more aware of gang activity than Africans, but the incidence of fear of attack was shown to be higher in African communities. Interestingly, the survey found that while gangs are also evident in White and Indian communities their prevalence was not as widespread as in African and coloured communities. The Cape's reputation as a relative haven of peace is at stake. The situation in the Cape Flats is described as "a low-intensity war-but a vicious one"(Wilhelm,1997:41").According to a report by Cape Argus( 2 June 1998),during the day, schools are favourite territory for the gangs. Isilimela Comprehensive High School in Langa is among schools hit hard by gang activity. According to the report, two teachers and a pupil were robbed in the school at gunpoint. It is from this kind of background that one can expect beginner teacher to be faced with serious concerns of fear and anxiety when teaching in schools which are located within Black or Coloured communities.

#### 4.3 DISCUSSION OF THE INTERVIEW PROCESS.

Attention is given to observation made during the interview process. According to Burgess (1985:5), such observations constitute an integral part of qualitative research and provide a rich resource of additional data.

Interviews were conducted out in a warm and formal way. However, generally the process resembled a personal conversation. Though in all cases, I was meeting the interviewees for the first time, on both occasions, however, these people showed a

warm and lively interest in the research and I did not have a difficulty in establishing a high degree of rapport.

All interviews were conducted in the beginner teachers' schools and during lunchtime. This afforded me the opportunity to interact with these teachers in their contexts. In School C, the reception was warm and welcoming. After I made inquiries to the school to come and visit their new teachers, permission was granted without any hassles. In the reception I was served tea and offered some readings to keep myself busy while waiting for my interviewees. Out of four teachers who were available in the school, two teachers volunteered to participate immediately and I explained the purpose of my study. Interviews with Reginald and Beverly took place in a spacious common room, which was away from any disturbances. I was also impressed by the sense of urgency shown by these teachers. They arrived in time and were also in a hurry to return to their classes after the interview. Gaining access in School B was a little bit tough. Initially the principal indicated that his beginner teachers were not ready to be interviewed, but after a continued consultation with him I was given permission to speak to them. I found these teachers to be eager to participate in the study. Interviews were conducted with Goliath and Yusuf in the library without any noise. In School A I found the reception to be lukewarm. Prior to the commencement of the interview with two beginner teachers, the principal expressed interest in the research project. He enthusiastically and proudly shared anecdotes about the lack of practical preparation of beginners by the universities and colleges of education. Interviews with Monwabisi and lungiswa were conducted in the principal office. The only disturbance during the interview was the noise from the mainroad.

#### 4.4 PRESENTATION OF SIGNIFICANT THEMES.

This section presents in greater depth key thematic areas identified by the researcher in the course of unstructured in-depth interviews. The material is organised as follows for greater clarity: Three main thematic areas are identified, personal concerns, teaching concerns and strategies for coping with the situation. Within each of these broad areas, various sub-themes emerged and are firstly presented and discussed too.

##### 4.4.1 PERSONAL CONCERNS.

I used unstructured interview whereby beginner teachers were asked to describe their concerns during the first year of teaching. A considerable portion of the interviews was devoted to personal concerns. This means a lot of concerns beginner teachers raised were primarily about parts of the job that affect them personally. Interviewee's comments on their personal concerns fell into several different thematic categories: Feeling of isolation, threat of violence, attitude of pupils towards beginner teachers, classroom discipline.

##### 4.4.1.1 ISOLATION.

Teaching is a social process involving interactions between and among prospective teachers and their social situations. For the beginner teachers, it is important to gain the acceptance and support of the school staff members. It would seem that earning such acceptance is a difficult and complicated process.

Monwabisi, a history teacher and whose age is above thirty, pointed out that the school quickly orientates beginner teachers and expect them to find the way out. “



They just show you the classrooms, just let you know the classroom, the building, what-what, what-what, other things you find the way out.”(Interview: 1: p.112)

Monwabisi’s experiences were not isolated, a number of beginner teachers had similar experiences. Lungiswa, a guidance major, who was in her second year of teaching, recalls;

I have encountered difficult moment especially in my first teaching... Firstly when you start a new job in a new school, you experience a difficult moment. When you first join a group of people then you see that you don’t get well welcome from everybody. You have to face these problems first before you go to the classes.  
(Interview: 2: p.113)

Beverly, a twenty-three year old, honours graduate, experienced isolation in a very subtle way. The context in which she taught may have contributed to this state of affairs. She taught in a well to do school which provide teachers with offices. The only opportunity for teachers to come together is during break-time in the staffroom. Even in the staffroom teachers still conglomerates into cliques. Beverly’s comment made this clear:

In the staffroom is quite funny... and you find that you do have a clique of people or young people tend to sit together and your older people tend to sit together, that type of a thing. But there is no overwhelmingly threatening culture in the staffroom. So it is almost



like they mind you, you just coming into the system  
and kind of get on with it, there is no big deal.  
(Interview.3: p.124)

Beverly did not find the situation to be threatening because she knew the school very well. She matriculated in the same school and her mother has been teaching in the school for the past twelve years. However, she noted with great concern that the situation can be tricky to other beginner teachers from a different cultural background. In her own words. "I am familiar with the community, the type of teachers and pupils who come to the high school. And I think people who come from other parts of the world would find it foreign."(ibid.p.118)

Beginner teachers are further marginalised by conflicts in schools between teachers and administrations. Faced with a difficult choice of aligning with either formation, beginner teachers end up in the periphery of school structures, a situation which makes them difficult to develop. Yusuf chose teaching because he was committed in developing pupils by introducing new skills he acquired from his training. Given the conflict situation of his school, he found his dreams shattered by the type of isolation he encountered. He lamented;

The problem of a conflict between staff and management, that is the most of the problems. It is so boring with me... the misunderstanding between the teachers and management makes things to be difficult for one to try and create something for himself. Like for instance, if you say, I am Mr Yusuf and I am going

to change the school or develop the school. The other teachers won't see it as you planned that particular thing. They will see it, as, okay, Mr Yusuf is a curious person, so you will find out now that new teachers are so afraid to come up with something that is going to develop the school. (Interview: 6: p.136)

He finds this kind of a situation to be confusing. In the words of Yusuf: "You need to know those people first, because, before you do anything you must know what do they like, what don't they like, all these kinds of things." (Ibid. 136)

Monwabisi also had a stint with school conflicts during his first year of teaching in School A.

Our high school had a crisis, a principal crisis, divided teachers. I was not involved in both sides because I was an ordinary teacher and told myself not to be involved because, I mean, where did this thing originate I did not know.  
(Interview. 1:p.111)

#### 4.4.1.2 CLASSROOM DISCIPLINE.

All teachers in the study had difficulty with controlling pupils or knowing them. Beginner teachers reported that the preoccupation with management functions was robbing them of valuable time needed for instruction. This means beginners were preoccupied with getting work accomplished rather than promoting student achievement. One area of discipline reported by these teachers as pervasive is the

control of noise in a classroom. Yusuf recalls his experiences with one of his class with 80 students or so.

If you go to that class, you go there knowing that, I wonder if this period will end. So you go to that class knowing that you are going to have a tough time with those students. It is so difficult to discipline them although you try by all means; trying to show them what is right and what is wrong. But it is so difficult like for instance a noise. You will find that when you are teaching, telling them something, one student or two at the back will come up with their thing which is out of the topic or out of the lesson, so you have to attend to them which means it affect your time.

(Interview 6: p.136-137)

Likewise, Goliath finds noise very much disturbing in teaching.

If you want to do something you will find no, but you Can't because these kids are too noisy. That is also a big thing, a lot of noise because it seems then that you are not able to control your class. So that is also a scary thing. (Interview 5: p.138)

She further pointed out that meting out discipline is a conflict ridden process because as a new teacher "you don't want to be too strict but you want to be in control of your class as well. If a teacher becomes too strict he/she will experience a problem of communication because the kids won't talk to him/her,they wont' open up to you"(Ibid. p113). The other thing is that teachers don't want to be too lenient because of fear that pupils will take control of the class.

Reginald also remembers the perturbing noise in his class during the first two weeks of his training.

I never knew that it could be so tough disciplining pupils. You stand in front of the pupils then you try to teach, then, blah! blah! bla! it is going on and on. My first two weeks I must say, I really had problems with the pupils. They didn't want to listen to me at all. Then I tried to make jokes, laughing and going on and being crazy. (Interview 4.p.128)

Beginner teachers are also having problems with pupils who are unwilling to do schoolwork. They reported that it is difficult to deal with pupils who are not motivated to do homework. In certain cases beginner teachers go to an extent of appealing to parents for help. Beverly alludes to this fact.

The biggest problem I experienced was simply not necessarily controlling the class, not making them quiet, that type of a thing is fine. Probably things like ensuring that they are doing their homework, because when given homework they don't do it. They will come to the class and say blah! blah! blah!.(Interview 3: p.119)

Monwabisi did not even bother to deal with those students who are difficult to handle. Even on those who were co-operating he still sought the help of parents.

After sometime I had a control of certain classes not

all of them... other classes were out of control. So those classes which were difficult I left them in that situation and I carried on with those classes I could maintain.

You know what I am doing, let say I am giving a homework and a student does not do homework, I write a letter a letter giving the student to give to the parents. The following day I want the signature of his or her parent. (Interview 1 p.109&110)

Likewise, Lungiswa excluded those pupils who do not do homework in her classes, she also involved parents more often than not in trying to discipline pupils.

If you give the child a home work and the child does not do the homework, then I do not see the reason why he come to class anyway, so you just chuck him out, or if you don't do that-sometimes it is difficult to do that-you just ask the child to bring the parent and you explain the situation to the parent, you just quote everything. (Interview 2: p.114)

#### 4.4.1.3 THREAT OF VIOLENCE.

The transition from teacher training to the first teaching could be a traumatic one. In the Western Cape, where violence and gangsterism affect many schools the transition become a nightmare to beginner teachers. During their first year of teaching both Monwabisi and Lungiswa experienced shocking dramatic violence in School A. Monwabisi recalls

Two years back there was violence, gangster violence, because the boys were threatening some of the teachers because they were involved with gangsters outside. One time one of the gangsters, the opposite gangsters invaded our school and the school was called off that day because of the violence. They carry firearms, so there is nothing we can do. (Interview. 1: p.110)

Lungiswa described her experiences:

Violence, ho; it is a problem because some of the boys robbed one of our workers. They took a cellphone and they shot that guy...they even wanted to rob us our registration money, but they didn't succeed. We noticed them before they could act. (Interview. 2: p.116)

Further in the conversation she pointed out that these people who cause the mayhem are students from the same school, some of them are not registered though.

The problem of violence was only reported by beginner teachers from School A. The school being situated in the Cape Flats, it became one of the favourite territory for gangs. According to a report by Cape Argus ( 2.June.1998), schools in Cape Town black locations are being overwhelmed by gangsterism that is both threatening learning and has teachers fearing for their lives. These kinds of an environment become uncomfortable for beginner teachers. Moreover given the fact that the school did not have support structures, e.g. Counselling for victims. Although Monwabisi and



Lungiswa were used to the rough- and -tumble occasionally violent aspects of the school, their initial encounter with the violence by students was unsettling.

Eventhough Goliath and Yusuf did not experience any form of violence in their school, they were still conscious about its threat. They are aware of gang activities in the communities which may spill over the school. Yusuf told me: "a lot of our pupils are members of gangs outside. So any time they may decide to come and solve their problems here at school"(Interview.6: p.137)

Goliath expressed her feelings

It is a scary thing, prevention should start now. Our  
Schools are not much safe. Our schools need to  
Work together with the community to fight gangsterism,  
Otherwise we will never overcome the problem of  
Violence in our schools. (Interview.5: 134)

#### 4.4.1.4 THE ATTITUDE OF THE PUPILS TOWARDS BEGINNER TEACHERS.

Beginner teachers' discomfort in their new schools is further exacerbated by the negative attitude shown by students towards them. Monwabisi pointed the following sentiments to this regard.

In a class situation, in instead of listening in what you are doing, what they normally do they just look at you. When you pose questions to them they just ignore you because

they know that there is nothing that you can do, also that you are new to the school. (Interview.1: p.108)

Further in the conversation he pointed out that students do not respect new teachers because they think that new teachers do not know the environment, so they can do anything to them. He further indicated that, even if he see them smoking there is nothing that he can do because the pupils will simply ignore him as they know that he is still new at school. This becomes a serious problem for beginner teachers who posses no experience of dealing with these kinds of attitudes. Monwabisi was fortunate to have adjusted quickly because he knows the school community very well. Beside this advantage he had still to go alone and find the way out.

Lungiswa also pointed out similar concerns about students' attitudes. She was very much disturbed by the lack of respect from them.

There are different kinds of children who come from different backgrounds. There are those that... they don't give you a respect. If you ask something they don't answer, they just look at you. Another thing if you ask them to do homework, they don't understand why should they do homework from a new teacher. And another thing is that they think you are of the same age, they don't give you that respect. (Interview.2: p.113)

Lungiswa as a woman finds the attitudes very much irritating especially outside the classroom. She finds some of the utterances to be tantamounting to sexual harassment.

“You experience sexual harassment sometimes, if you are walking on the blocks they make some funny things like sweetheart”. (ibid. p.113)

These kinds of behaviour causes problems to beginner teachers even before they become engaged in teaching tasks. Lungiswa felt very much uncomfortable with these kinds of behaviour. The context in which she taught has a serious impact on the state of affairs. She taught in a school where the pupils in matric level are almost her age. This is a common feature in most of black high schools around the Western Cape as a result of high matric failure rate among African students. According to a report by RDP on children poverty and disparity reduction, by 1995 the majority of African candidates in standard 10 were twenty-five years and older. (p.34).

Beginner teachers also reported some anxious moments in their relations with pupils. Goliath gave this account of her experience.

The first thing that you are scared of is, are the kids going to accept you? Because I think a lot of teachers walk around with this notion. You want to be liked by the children. You don't want them to say, I don't like that teacher. (Interview 5: p. 132)

Reginald remembers the first days of teaching as threatening.

I was very nervous because it was like the whole new world that I am entering there...looking after foreign people. I can say, my most thing that I was very much concerned about is, if somebody asks me a question and I don't know the answer, standing in front of a

class and somebody asks me a question and I am not able to answer... the first day was heavy.

(Interview 4: p.133)

#### 4.4.2 TEACHING CONCERNS.

Beginner teachers also had concerns regarding the design of instruction or what pupils are learning. Teaching concerns fell into various themes, viz.: planning of work, teaching resources, allocation of subjects.

##### 4.4.2.1 LACK OF RESOURCES.

The issue of inadequate or lack of resources appears as one of the major concern among beginner teachers in both School A and School B schools. The state of affairs regarding teaching resources in these schools leaves much to be desired. Monwabisi find the situation in his school to be “one of the most frustrating things”(interview 1.p.116) He did his practical teaching in Pinelands High school where the availability of teaching material is fascinating. The school is having enough teaching aids, *inter alia*, overhead projector, computer laboratory, VCR and TV. The situation in his school was in contrast with situation in Pineland high school. It become difficult for the beginner teachers to teach effectively if they do not have the required resources.

Further in the conversation, Monwabisi stressed this fact.

If you can have those teaching aids and then at the end of the year you produce bad results, then the blame can be put on teachers. Without teaching aids, teaching become extremely difficult. (Interview 1: p.112)

This means, lack of resources can contribute to bad results. Likewise, Lungiswa and Yusuf find their teaching more often than not being disorganised by this state of affairs.

A child cant' get enough education because there are no resources. It is difficult to only open the book or use only the blackboard to write so that the child gets notes. This is tantamount to rote learning. (Interview 2: p.115)

There are no resources at all. It is so difficult for a teacher to deliver his Instruction the way he planned to deliver. Teaching without resources makes pupils to cram the information instead of understanding it through the usage of some teaching aids. (Interview 6: p. 135)

#### 4.4.2.2. ALLOCATION OF SUBJECTS

Teaching subjects they were not trained to teach is another situation that some beginner teachers find themselves in. They cannot refuse to teach the subjects because they are in most cases desperate for teaching position, so they offer their services to teach the subject areas for which they were not trained. Yusuf specialised in commercial subjects but he found himself teaching history in his new school.

The principal requested me when I arrived to teach history in grade eight. So I took it because it is so difficult to refuse when you arrive in school because you don't know what will be done after that. You don't know whether that is the way in which the principal tries to know your attitude. (Interview 6: p.135)

Goliath was just teaching one of the subject that he has been trained for but a lot of work allocated to her was not her specialised area. Nevertheless, in teaching those subjects she was always referring back to the way she was taught in her school time. She believed that much of what the teachers do in a classroom come from what they know than what they have been trained for.

What I did so far in teaching the subjects that I have been allocated is the way teachers have taught me. When I was at school, primary or high school, I tried to either improve on that. It is like the way the teachers did I would actually copy it sort of and do it with the kids.  
(Interview 5: p.131)

This practice is not likely to improve the enthusiasm in students. Knowledge of the subject matter and how to teach, it is the basic requirement for teaching.

Lungiswa was trained for two subjects but she was only teaching one of them. This will mean that other subjects she was offering in the school she was not trained for. She told me: "I didn't get a chance to use my knowledge from the university"(Interview 2: p.116)

#### 4.4.2.3.PLANNING OF SCHOOL WORK.

Out of all interviewees, it was only Beverly, Reginald and Goliath who raised concern about lesson preparation, planning of schoolwork and evaluation of schoolwork. Beverly commented.



I don't know exactly what I need to stress. That is, exactly how much the focus to be in the exam papers that I set up. I think we just get a better outline of that system (Interview 3: p. 122)

Beverly is concerned here with her ability to plan and conduct her teaching in a satisfactory manner. She needs guidance and knowledge regarding the way in which emphasis should be laid in teaching a particular subject. She further indicated that as a new teacher she didn't have a means to evaluate whether her teaching methods were successful or not. She will only know by the end of the year after results of the pupils. This is an indication that she was very much interested in their learning.

Reginald, likewise, was concerned about the learning of his pupils. He, however, had problems with doing it effectively.

I do not know how to bring over something in the right way. I mean, different teachers bring different ways, but I would like to know how to bring it in the most possible way that suits you and suits the pupils, and that is basically what I want to know. (Interview 4: p. 129)

The concern raised by Reginald, which relate to teaching strategies becomes valid as Reginald did only BSc in his university. He did not do any teaching diploma, he was therefore an unqualified teacher.

#### 4.4.2.4 STUDENT MOTIVATION

Beginner teachers who were concerned with student learning were also having problem with the lack of motivation from students. Reginald, a science teacher in School C wanted to make his subject interesting so as to motivate his pupils.

I have learned that science is for me interesting but the one thing I actually struggle with is, to bring over that science in such a way that they enjoy it, because they just sit in a classroom and look at you and yawning, bored. science is not such interesting to the kids. (Interview 5: p.128)

Likewise, Goliath found the lack of motivation from her pupils as frustrating. She felt she could not teach effectively because of this.

I try a lot of things and see which will excite the kids more. If they are excited about subject I think they will remember more than actually having to go and sit and study for exams and they really don't want to do that. I think the classes should be more a type of active class, more involved. (Interview 5: p. 131)

#### 4.4.3 SUPPORT OFFERED TO BEGINNER TEACHERS

Beginner teachers were asked about the kind of assistance they received during their first year of teaching. The topic evoked a full range of comments from no help given to a full comprehensive procedure to assist them. The feeling of lack of support was strong in beginner teachers who taught in low socio-economic schools than to those who taught in high socio-economic schools. Beginner teachers in low socio-economic

schools (in this case School A and School B), felt that their schools do not have programmes or structures to address to their problems. These schools only provide beginner teachers with some form of orientation and expect them to continue work like experienced teachers. Monwabisi was fortunate to have had a guidance teacher as his personal guide who was helping him in understanding certain issues. He found the assistance to be relieving during these times of stress. He pointed out the following in this regard.

We could sit down, he could tell me how to approach a particular issue, where to go and where not to go. How to treat them because I mean our kids are not disciplined.  
(Interview 1: p.112)

However, he has also pointed out that “other things you find the way out” (Interview 1: p.112). Lungiswa indicated that she did not receive any assistance in her first year of teaching. To Lungiswa, her livewire during these turbulent times of her teaching was the principal. “He always wanted to know the difficulties you are experiencing. He always needs to help and always want you to be in class”(Interview 2: p. 98). Other teachers were also offering moral support. She commented;

You get motivation from other teachers. They give you ideas of how to deal with the students. Some of them (ideas) are very harsh you cant' even apply them to students. (Ibid. 121)

What remains painful is that, even though there is willingness from teachers and principals in understanding beginner teachers' problems, these are seen as sympathetic gestures, which fall short in addressing the real problem inside the classroom. In school B, the school was just reassuring beginners with an open door policy. Yusuf reported that, "the only support that the school grants to new teachers is that you are told to come to head of department (HOD), to the principal or to come to any teacher to ask about something that I don't understand" (Interview 6: p.137). These kinds of assistance offered by the school are only peripheral. The support is not focussed to where beginner teachers need it most. Yusuf told me:

Coming to the class situation, there is no one who comes to support or take you out of the situation. Then you must look on the means of resolving the problem yourself. (Interview 6: p.137)

Goliath reported that staff members were sometimes sympathetic to them.

...the rest of teachers will ask you, how are you doing? Are you coping with the class? This is what you have to do, or this is what I have done to cope with this particular class, or try this maybe or that. (Interview 3: p. 130)

These kinds of sympathetic support to beginner teachers cannot be dismissed as unimportant. They serve as a positive gesture from senior staff. However, the fact that these supports occur occasionally, and they are not planned, makes them to be inadequate.

In the absence of any formal programme to assist beginners, Goliath found the meetings in her school to be helpful sometimes.

We have these little meetings on Wednesday where we sit and talk in our groups. Everybody sits and chats about problems they have in that classes or how would you think I should handle this work, how do you think is the best way for me to do these experiments, or things like that.

(Interview 5: p. 133)

The main functions of these meetings were to provide information and give guidance. In School C, where Beverly and Reginald are teaching, there are formal structures, which assist teachers in taking control. Both teachers and pupil, for instance, know the school's code of conduct. They both know the procedure to be followed in a particular offence, for an example, academic detention for absenteeism or failing to do a homework, suspension for assault or any serious misbehaviour etc. Also mentioned, was the allocation of a special teacher to help them through the period. Beverly reported;

We do have someone who is assigned to new teachers. Who before the school starts will come and introduce you to the school, show you how the system works, problems that new teachers have and suggestions that you can maybe consider in knowing your learner.

(Interview 3: p.120)

Interestingly, even in School C, where there are formal structures or programmes to help beginners, Reginald and Beverly still felt that the support is inadequate and marginal. Reginald clearly indicated the position during his first days as follows: “You are on your own, strong in the deep end ... when I came here I was just put across to teach, finish and klaar”(Interview 4: p.129). Beverly was quick to find a footing in classroom control because she was always under the tutelage of her mother who is also a teacher at the same school.

In the absence of proper support, beginner teachers used different strategies to cope with the situation and class control. Some of those strategies appear to be counter productive to proper learning, they are instead used for survival as a teacher. Monwabisi could only have control of certain classes. Those classes which were difficult to control he only left them in that situation and carried on with those classes which he could maintain. Likewise, Lungiswa was resorting in expelling the troublesome students in her class. As the national department of education tries to focus on its Culture of Learning, Teaching and Service (COLTS) campaign, the unattendance of certain classes by teachers because of discipline problem is cause for concern. In order for effective teaching and learning to occur, there appears a need to resolve the problem of classroom discipline.

#### 4.5 DISCUSSION OF IMPORTANT THEMES.

This research studied the experiences of beginner teachers in different high schools context. The results obtained from the study support the theoretical framework within which the study was conducted. As a theoretical foundation for this study, I adapted



Fuller and Brown (1975)-stage theory of teacher development. Fuller and Bown conceptualised a three stages developmental theory of teachers' concerns: viz. survival stage, mastery stage and impact on pupils. The survival stage is characterised by concern for class control, about being liked by pupils, about being observed, evaluated and praised, and about fear of failure. During this stage beginner teachers are concerned about their own adequacy and survival as a teacher. They try to estimate how much support will be forthcoming from the school. In the second stage concerns shift to the mastering of teaching task. Teachers are concerned about pupils: with their learning progress and ways in which the teacher can implement this progress, lack of instructional materials, time pressure, working with too many students. The focus of the third stage is impact: concerns regarding recognising social and emotional needs of pupils, fairness, tailoring content to individual students.

According to these researchers, the early self-orientated concerns are characterised as less mature and desirable than the latter pupil-oriented concerns. Fuller and Bown further believe that the later concerns cannot emerge until earlier concerns are resolved. A central thesis of this theory is that appropriately addressing these concerns during pre-service and early in-service training should reduce the feeling of inadequacy and increase the feeling of adequacy among beginner teachers.

Data distilled from the interviews with six teachers appear to be consistent with this theory. It was found that beginner teachers were generally preoccupied with their own survival as teachers, trying to adjust themselves in the new environment. The following patterns emerged from the data.

#### 4.5.1 THE NEED FOR INCLUSION IN A NEW SCHOOL.

A strong feeling for acceptance emerged across the data. Beginner teachers indicated that they felt isolated in their new schools. The descriptions of these teachers concerns are in line with various literatures reviewed in this study. Hoffman & (1986:16), found that beginner teachers being abandoned by their institution where they receive their pre-service training and considered peers to all other teachers by their employers, have traditionally being left to their own devices to endure the first years of teaching. The beginning teacher has come from supportive environment of the training institution where mistakes are expected, self criticism is encouraged and both tutorial guidance and peer group friendship are readily available. He is then thrust into a situation in which both his professional and personal responsibilities are profoundly altered (Algie, 1983:3). Grant & Zeichner (1981:100) also noted that within social interactions between beginner teachers and experienced teachers, beginner teachers typically experience times of great stress, anxiety, frustration and isolation.

The experience of isolation had a negative effect on the performance of the teachers and also on their teaching profession. It was unfortunate that those schools wherein beginner teachers felt isolated did not have structures to help them in their transition from student teacher to beginning teacher. The school is seen as an isolated and unsafe environment in complete contrast to the student milieu. The feeling of isolation as depicted by these teachers is characteristic of Fuller and Brown's first stage. The descriptions of these beginner teachers seem to suggest that beginner teachers need a lot of warmth and openness from experienced teachers. They need to feel being

accepted and approved. Covert and/or overt marginalisation of beginner teachers hampers their professional growth.

#### 4.5.2 CONTROL

The need to have control in a classroom emerged as an important aspect during early experiences in the teaching role. Almost all beginner teachers reported to have spent a good deal of time teaching pupils to be responsible and to behave appropriately in classrooms.

This result correlates with the findings in previous research as mentioned in the literature review. Venk (1983:139-143) identified beginner teachers problems with the organisation of classroom teaching, the control of students and the establishment of rules. In the same vein Veenman (1984:4) found that most of the problems of beginner teachers were related to the maintenance of classroom discipline and organisation of the classroom. Research by Wildman (1988:4-7) support these views. He found that the problems of beginner teachers are centred around the organisation and administration of the classroom. In this regard classroom discipline was highlighted as one of the most severe problem areas

Although the problem of classroom management appears to be universal among beginner teachers, its impact differs according to school context. Beginner teachers in School C were quick to resolve this problem and this enabled them to be concerned about teaching tasks. Contrary, beginner teachers in School A, were still grappling with serious classroom problems despite the fact that they were in their second year of

teaching. This discrepancy can be attributed to the type of student beginner teachers are faced with, and also the type of assistance offered to them. According to Monwabisi and Lungiswa, their pupils are not motivated to learn, and some are members of the gangsters in the community. These factors make discipline to be a nightmare to beginners.

Important conclusion derived from both the literature and data is that beginner teachers find it difficult to engage in effective teaching because of their preoccupation with disciplinary issues in the classrooms. Reginald glibly pointed out the need for help during this stage. He indicated that a new teacher need to be accompanied by an experienced teacher who will “show him how to discipline pupils because they can make life difficult for you.” (Interview 4: 129). An experimental research undertaken by National Association of Secondary Schools Principals (NASSP), allude to this fact: “Beginner teachers are not prepared for the realities of the classroom, they say so forcefully, and they want help.” (Swanson: 1968:82)

#### 4.5.3 SAFETY AND SECURITY

For many teachers, school has become a hazardous environment and a place to fear. Many teachers face situations in which self-preservation, not teaching, becomes their major concern. As expected, violence in low socio-economic community schools was a monster. Monwabisi and Lungiswa met face to face with this monster in their first year of teaching in School A, they witnessed attacks by gangs in their school. They found it threatening more especially that some members of the gangs are pupils in their school. Likewise, Goliath and Yusuf were teaching under the shadow of this monster. They

were daily living with the fear of being attacked anytime. These kinds of threats and fears make beginners to have difficulties in controlling their classes, as they do not know who among their pupils is a gangster.

The data confirm other findings on violence in black and coloured schools in general and Cape Town high school in particular. Daba (1991) found that gangsterism in black residential areas are drawn from school going youth and from those who have dropped off school. A report by Cape Argus (1998, 2 June) alluded to the fact that, during the day schools is favourite territory for the gangs. It further reported that black and coloured suburbs are threatened by gangsterism that is threatening learning and has teachers fearing for their lives.

Beginner teachers in these low socio-economic schools were also concerned about the attitude of the pupils towards them. In School A, beginners felt that the attitude of their pupils in their new school was unbecoming. These pupils were deliberately teasing and tormenting them as they know that they are still new to the field. Lungiswa find certain behaviour of these pupils to be amounting to sexual harassment. Lungiswa being a young female teacher was faced by mature pupils of the opposite sex, some of them were twenty years or older, she was particularly vulnerable to sexual attraction or manipulation. These pupils lack respect and motivation. It is these kinds of situations that make them find difficult to control their classes and become engaged in effective teaching. However, beginner teachers in School C felt that their pupils' positive attitude towards learning enabled them to adjust quickly and be in control.

The finding on the negative attitude of pupils towards learning in low socio-economic communities supports other studies done on the same topic. Mashile and Mellet (1996) found, the political and social instability that existed in our country led to a crisis in education. This crisis has been characterised and intensified by widespread political unrest, which in turn eroded the culture of teaching and learning. "The rejection of inferior state education has brought with it, in many instances, an alienation from learning and education in general..." (Christie, 1992; 48)

#### 4.5.4 EFFECTIVE TEACHING

Most of beginner teachers in the study felt that they could not engage themselves in effective teaching because of lack of teaching materials. Monwabisi who did his practical teaching in Pinelands high school found that he was performing up to his optimum level because of the availability of the resources. The state of affairs in his new school leaves much to be desired, infact, "it is one of the most frustrating things in teaching." (Interview 5: 110). Lungiswa expressed the same feelings. She found teaching to be difficult without teaching aids for a beginner teacher.

Beginner teachers are also concerned with teaching the subjects they are not trained to. They cannot refuse to teach the subject because they are in most cases desperate for teaching position. Yusuf who was requested to teach history, beside the fact that he specialised in commercial stream, glibly pointed out that he took it because he found it so difficult to refuse, he did not know what will happen when he refuse.

Beverly and Reginald were the only teachers who raised genuine teaching concerns. Reginald was grappling with differentiation in teaching science so as to make it



interesting. Beverly being interested in the learning of her pupils, was concerned with lesson preparation, planning of schoolwork and evaluation of pupils' work. These teachers were therefore beyond a stage where they are concerned with themselves, their main concerns fall on pupils' progress.

#### 4.6 SUMMARY OF THE FINDINGS:

Beginner teachers reported a variety of problems which affect them during their first year of teaching. A lot of concerns or problems beginner teachers raised were mostly about those things that affect them personally. Major concerns of beginner teachers that emerged from data were *inter alia*; feeling of isolation, classroom discipline, threat of violence, attitude of pupils towards beginner teachers, lack of resources, subject allocated to teach. It appears that beginning teachers were concerned about issues of their own survival, adjusting to the new environment and staying in control of the classroom. This finding is related to Fuller and Brown (1975) 's theory of stage development. This theory states that during the early teaching career, concerns about personal survival are predominant among beginner teachers. It is a phase in which the teacher is above all trying to maintain the role of the teacher.

Even though, beginner teachers were generally experiencing personal concerns in their first year of teaching, the impact of these problems was peculiar to teachers in each school context. Beginner teachers in low socio-economic schools (school A & school B) were experiencing a lot of serious problems, which hindered them to focus on teaching tasks. Their main concerns revolve around issues of safety and security in the schools; teaching pupils who are not motivated to learn, some being members of the

gangsters; lack of adequate teaching materials. It appears that beginning teachers were concerned about issues of their own survival. In these schools, the culture of teaching and learning is very low, as such, beginner teachers are not motivated.

Beginner teachers in school C were less affected by these problems. Nevertheless, the feeling of being isolated and being nervous, their concerns were mainly about how to make their teaching effective. This means that, even though they were still in the survival stage they were also concerned about the learning of their pupils. The fact that beginner teachers from low socio-economic school experienced greater problems than their counterparts in school C can be attributed to the legacy of separate development which characterised our society and school for the past fifty decades. As a result, there was an unequal provision of education to all South African.

Beginner teachers in School A did not receive any formal support in their first year of teaching. They were expected to “find their way out”. In School B, beginner teachers were depending on the positive gesture from other members of the staff. These teachers were ready to offer beginner teachers guidance as to how to handle the situation. The whole endeavour was however, not occurring as a planned strategy by the school. It was assistance which arise out of sympathy from some of the senior staff. Beginner teachers in School C reported to have a senior staff member allotted to them, to help them cope with the first year of teaching.

Consistent with developmental theory as expounded by Fuller and Brown, it is safe to conclude that, beginner teachers from low socio-economic schools can only become interested in teaching strategies and paying attention on individual needs only when they are able to overcome their initial problems. A well-planned, formal induction

programme need to be put into place which will help to initiate beginner teachers into fully-fledged professionals.

University of Cape Town

## **CHAPTER 5.**

### **RECOMMENDATIONS AND CONCLUSION.**

#### **5.1 INTRODUCTION.**

It appears that the beginning years of teaching are years in which the main concern is survival- it is a period of sink or swim. There is a widespread perception and attitude that because the beginning teachers have a university education, they possess all what they need to succeed as teachers. Information from literature and research done on teacher education dispute this perception. Research conducted by Veenman (1984) indicates that since 1930 beginner teachers have generally experienced the same problems when entering the teaching profession. This is an indication that training programmes alone cannot alleviate the shock of actual teaching. Nowlan (1991:11) argues that “ no training institution is able to prepare students fully for the first year of teaching and some skills and expertise can only be obtained through experience gained in the classroom”.

It is important for schools authorities to learn that instead of placing more pressure on beginner teachers by over expecting their performance, some effort should be made to support them. The situation in these schools as described by beginner teachers clearly calls for a formal induction programme to assist them to cope during this transition. The need for induction programmes is supported by Jarvis (1982:241) who argues that “ it becomes clear that the first-year teachers, whatever the quality of their previous training, would benefit from planned professional support”. Ryan (1979) had also

suggested that the transition from pre-service to induction might be a fruitful point of systematic attention in which to promote professional growth. It was within this understanding that this study explored induction programmes which can assist beginner teachers during their first year of teaching.

## 5.2. INDUCTION PROGRAMME MODEL.

To meet the diversity of problems experienced by beginner teachers in their first year of teaching, (as explained by the participants of this study) I suggested an induction programme model within which these problems can be contained. The model has been adapted from Algie (1983)'s developmental framework. Algie recommended a seven stage developmental framework for induction: (1983:142).

- A carefully planned appointment and placement procedures.
- A pre-service working visit and orientation period during the last quarter of the school year.
- An orientation period at the start of the academic year.
- Provision for the beginning teacher to receive informal support from members of staff-specific time should be allocated for this purpose.
- A development period of short formal courses in the first and second terms of school academic year.
- A carefully planned assessment procedure.
- A review and evaluation period at the end of the year of the programme implemented.

From this framework, I suggested an induction programme that consists of the following three phases: orientation phase, development phase and review and evaluation.

#### 5.2.1. ORIENTATION PHASE.

Orientation starts immediately when prospective teachers come into contact with the school for appointments and interviews. During these first visits, the principal or any member of the induction committee must introduce the concept of induction to these teachers. This is a great opportunity for beginners to understand clearly what beginning teacher's induction means in the school, the nature and characteristics of its activities and the role which is to be played by all participants involved in induction.

Teachers who have been appointed to become new teachers in the school should have the opportunity to visit the school during the last quarter of the school year and during the start of the new academic year. Areas that could be covered during these visits could include:

- Introducing the new teachers to each other and to those old in the field, e.g. subject heads, heads of departments, senior staff etc.
- Giving information on the school's history, ethos and goals.
- Beginner teacher setting and discussion of personal objectives for their first year in teaching.
- Providing more specific details about the induction programmes and procedures.
- Being supplied with textbooks, syllabus pamphlets and work schemes.
- A tour of the building, grounds and facilities.



- Meeting with representatives of parents, students and other concerned groups in school affairs. (Gibbon, 1987:12).

Through these kinds of orientations beginner teachers become acclimatised to their new environment and to new people they are going to interact with. In this research many beginner teachers indicated that they felt isolated in their first year of teaching. Monwabisi's report shows that he was only shown the buildings and the classes and expected to find the way out (4.4.1.1). Lungiswa also reported to have encountered difficult moments in her first year of teaching before she can even go to the classes (4.4.1.1). Similarly, Reginald reported that after his appointment he was just put into the classroom and offered no orientation (4.4.3). These are indications that these schools did not have well planned orientation programmes. Most schools were only having orientation strategies that are aimed at giving initial information to beginner teachers; just welcoming them to a new school and getting them started. After this short orientation beginners are expected to work like any other teacher. Beginner teachers in this study were preoccupied with the feeling of isolation simply because they were not orientated properly as suggested above.

For orientation programmes to be effective, they need to be seen as continuous activities that are aimed at integrating the beginners into the staff team and into the school's programme over a longer period. As Bagwande (1994:17) observes: There is no question about the fact that learning to teach and maintaining competence to teach are ongoing, continuous processes.

### 5.2.2 DEVELOPMENTAL PHASE.

From the orientation phase the new teacher moves into the developmental phase, which allow him/her to adapt to the life and ethos of the school, and to develop professionally. Effective development programmes are anchored on two pillars, viz. formal courses (seminars) and supportive services (mentoring). The responsibility for providing these programmes should be shared. Research emphasises the importance of co-operation for the successful implementation of these programmes as training programmes, standards, regulations and responsibilities could be addressed by all concerned parties (Cole and McNay, 1988:8). The role of the school in this regard can be located within the supportive services offered to the beginners. Whereas the education department or any other interested parties can contribute in offering courses. In case where the other parties are not involved, the school can still shoulder the whole responsibility of offering courses to beginner teachers, in this sense the mentor can play an important role.

#### ***\*FORMAL COURSES***

It is important for the school to have a clearly stated policy on induction, and carefully formulated structure and content for the induction programme. The content of the courses should suit the needs of the beginners. Needs analysis serve as a point of departure in designing the content of these courses. One way of this activity consists of presenting a series of statements concerning areas where beginner teachers need competency. The beginner teachers sort and categorise the statements according to those that are most important and least important. In this regard, beginner teachers are

identifying areas which need greater and immediate competency and those that will need later and lesser competency.

In this research, beginner teachers identified classroom management and discipline as major problems in their schools. It becomes therefore, imperative for an induction course to focus firstly on this problem. The formal courses should also address topics that were mentioned by beginner teachers in the study. These are *inter alia*, how to deal with anxiety, isolation and self-doubt, aspect of evaluating pupils, instructional skills, motivating pupil. The workload of beginner teachers must be reduced so that they can have enough time to attend these courses. It is also important for the school to set time aside for beginner teachers to attend these courses.

#### **\* SUPPORTIVE SERVICES / MENTORING.**

All staff members, the principal, the heads of departments, subject advisers and other significant colleagues need to play an important role in supporting the beginning teachers. However, for developmental strategies to achieve maximum effect, the appointment of an experienced teacher as a mentor becomes a prerequisite. Crossland (1991) defines a mentor as a "critical friend". The mentor could play a supervisory role in the life of the teacher. However, the concept of a mentor is not to be conceived and exercised in a narrow term. The mentor becomes the information source, encourager, problem solver, facilitator, sounding board for the novice and the co-ordinator of the induction programme for one or more beginning teachers in the school (Gibbon, 1987:13).

Research has shown that mentored beginning teachers seem to evince more competency and motivation than teachers without mentors (Huling-Austin, 1990). In this research, beginning teachers across the school showed how they benefited from some members of the staff even though on an informal base. Goliath found encouragement in sympathetic words from her staff. Teachers would come and ask her about how she is coping, and they provide with some advises. Beverly experienced fewer problems because she had her mother who was also a mentor at her school. Monwabisi in his school found solace from a guidance teacher who was also his former teacher. He could sit down with him and discuss the problems he comes across in the school. It follows from what these beginner teachers are saying that a person need to be formally designed as one to whom the beginners could turn for assistance. However, the duty of a mentor is to go beyond occasional sympathetic gestures which beginners received in these schools (especially in School A and School B). The mentor must be someone who is always available to turn to for help.

There are important points to consider when selecting a mentor. Gibbon (1987) advises schools not to use the top promotion post holders such as deputy principal, heads of departments, or the subject heads of any of the beginning teachers. He recommends the mentor to be an experienced staff who is well informed about the structures, policies and procedures of the school, who possesses good interpersonal skills, who is respected as an effective teacher and who is willing to hold this responsibility (ibid.13). It follows from these tips that the mentors require training on how to execute their critical role as partners in the induction and professional

development of the new teachers. This will boost their morale because they will realise that their role is being valued.

Since mentoring is an extra responsibility, mentors could be given recognition of their work by allowing them to have enough time for the programmes. Research evidence suggest that increased workload to mentors is perceived as threatening the quality of their teaching (Pyke, 1994). This means by giving them a lot of work will discourage them in executing their work properly.

Another important issue to consider in mentoring is the opportunity for beginner teachers to be observed and to observe mentors and other teachers while they teach. Not only will beginner teachers develop teaching expertise more quickly if allowed to observe and observed, but by beginning their careers in this manner they are more likely to be socialised to the norms of collegiality and continuous improvement (Huling-Austin, 1992:175). In this case a mentor will be playing a role of giving feedback to beginners and also giving them a chance to see him/her demonstrates the lessons.

In providing mentoring assistance, it is important to take into cognisance the developmental level of beginners. This means support given out should be relevant to the need at the moment. In this study beginner teachers indicated that they felt isolated. This is a time when they need emotional support from a mentor who is open, accepting and friendly. Beginner teachers also needed help with management of pupil, learning and behavioural problems. During this level beginner teachers need direct assistance,

advice or role modelling from the mentor. By the second term a mentor should adopt a more reflective, critical approach. Gray and Gray (1985) have shown that a healthy mentoring relationship involves a progression from relative dependence of the beginner at the start of the relationship to autonomy and self-reliance as the beginner grows into a colleague and a peer.

Wildman et al (1992) identified different ways of providing assistance; these are inter alia;

- Encouraging reflection.
- Directing and supporting beginners' actions and plans
- Providing direct assistance in the development of process, policy or product.
- Encouraging/supporting
- Mediating

### 5.2.3 REVIEW AND EVALUATION

By the end of the year beginner teacher need to be formally evaluated for permanent appointment. It becomes one of the duties of the mentor to prepare the beginner teachers for this task. The mentor must acquaint the beginners with the procedures used for class visit and observation during evaluations. The beginners should also be made aware of the people who will be involved in the formal evaluation. It is important not include the mentor in the evaluation team, relevant people are; the principal, subjects heads, departmental officials and a peer evaluator. Accompanying these formal evaluations there should be an overall annual evaluation of the orientation and induction programme including the mentoring system. These formative evaluations will



serve the purpose of giving feedback to beginners and also will help the designers to identify weaknesses and therefore open the way for refinements and improvement.

For a successful implementation of induction programmes, a time-table need to be drawn which will cover the activities throughout the year (a sample of an induction programme time table is given in page 95). Orientation phase starts on the last quarter of the school year and ends towards the beginning of the term, e.g. October-January. Developmental phase covers a period from first term to the beginning of the last term, e.g. February-October. Review and evaluation are held in the last term of the school year, e.g. October-December.

### 5.3 CONCLUSION

This study has aimed at investigating the major problems of beginner teachers in some secondary schools in Cape Town area, with a view to understand in-depth about the nature of induction offered to them in these schools. Literature reviewed regarding the transition from being a student-teacher to being a teacher has indicated that beginner teachers are facing serious difficulties in their jobs and that this is taking toll on the quality of education. I had intentions of understanding better these difficulties from different school backgrounds. Three schools were selected in which two teachers per school were chosen. School A was from the low socio-economic background school B from the middle socio-economic background, and school C was from the high socio-economic background. These teachers were engaged in an in-depth interview evolving around three questions, viz. what are your major problems in teaching? What kind of

support are you offered to alleviate these problems? What are your needs as a new teacher?

The questions posed at the beginning of this study have received relatively clear answers. The results of the study reveal that beginner teachers are affected by a variety of problems in their first year of teaching. The main difficulties reported in this study concerning beginner teachers pertains to classroom management and discipline, threat of violence, isolation, inadequate teaching materials, teacher-pupil relationships, lack of motivation among pupils, and pupil evaluation. It was also found that there isn't much done in the schools to help induct the beginning teachers. In those schools where the so-called induction programmes exist, these programmes tend to be informative in nature. They are not attuned to the needs of individual teachers. The information distilled from the data is important to school managers and other education officials who will like to understand better the lives of beginner teachers.

It emerged from the data that there are those problems, which are felt by teachers across three schools. These are inter alia, dealing with student discipline, feeling of isolation, evaluating students. These difficulties which appear to be inherent in teacher education can be controlled to a greater extent. It was within this understanding that a model of induction programme to improve or eliminate these problems was suggested. A successful induction programme needs to incorporate formal courses which the beginner teacher should attend and the allocation of a mentor to give a continuous support to the beginner. One basic principle regarding the success of these programmes is that it should be school based. Nevertheless this does not rule

out the possibility of co-operation with other interested parties. There is also a need for diversifying the implementation of these programmes if they are to achieve their objectives since beginner teachers' needs are different.

Some of the problems identified in this study will require joint effort by the department, the community and the school to solve them. These include, assuring adequate security in the school and on the school ground, providing adequate teaching and learning materials, cultivating a culture of learning and teaching in low socio-economic high schools. Induction programmes are not likely to be powerful enough to overcome them because they are part of a larger system which need to be dealt with accordingly.

The findings of the study have revealed some shocking realities in some high schools (in this case, high schools in low and middle socio-economic communities). These practices affect the quality of education in the schools. With the challenges of the next new millennium, educators should rethink about the quality of the experiences provided to beginner teachers. The feeling of insecurity by teachers and the lack of motivation from the pupils, raises serious concerns as the National Department of Education tries to focus recently on its culture of learning and teaching in schools (COLTS).

PHASE	TIME	HOW EFFECTED		LOCATION
Orientation	OCT-JAN.	<ul style="list-style-type: none"> <li>• Interview.</li> <li>• 2-3 weeks visit to the school.</li> <li>• Informal orientation and information gathering.</li> <li>• Preparation for the new year.</li> </ul>		School
Development	FEB-SEPT.	<u><b>Supportive Services</b></u> <ul style="list-style-type: none"> <li>• Structured informal discussions with a mentor.</li> <li>• Unstructured support from senior staff and significant colleagues.</li> </ul>	<u><b>Formal Courses</b></u> <ul style="list-style-type: none"> <li>• Formal course attendance over the first and second terms.</li> <li>• Release time for attending the courses.</li> </ul>	School / circuit.
Evaluation	OCT-DEC.	<ul style="list-style-type: none"> <li>• Individual discussion with assessors.</li> <li>• Completion of evaluation forms.</li> </ul>		School

A TIME TABLE FOR INDUCTION PROGRAMMES.

## REFERENCES.

- Adams, R.D. et al.** (1980). A developmental study of teacher concerns across time. Paper presented at the annual meeting of the American Educational Research Association. Boston.
- Algie, R.C.** (1983). An investigation into the problems related to the adjustment of beginning teachers leading to the development of an induction programme. Thesis, Rhodes University, Grahamstown.
- Andrews, I.H.** (1987). Induction programmes. Staff development opportunities for beginner teachers and experienced teachers. New York. McGraw hill.
- Bagwandeem, D.R. and Louw, W.J.** (1994). Teacher Education in changing society. *South African Journal of Higher Education*. 8(2): 15-19.
- Belenky, M. et al.** (1986). Women's way of knowing. The development of self, voice and mind. New York. Basic Books.
- Bogdan, R.C. and Taylor, S.J.** (1975). Introduction to qualitative research methods. London. John Wiley.
- Bogdan, R.C. and Bikien, S.K.** (1982). Qualitative research for education: An introduction to theory and methods. Boston: Allyn and Bacon.

**Bryman, A.** (1984). The debate about quantitative and qualitative research: A question of method or epistemology? *The British Journal of Sociology*. 35(1), 75-92.

**Burgess, R.G.** (1982). The unstructured interview as a conversation. In Burgess, R.G. (ed) *Field Research: A sourcebook and field manual*. London: George Allen & Unwin, pp.107-110.

**Burgess, R.G.** (1985). Issues and problems in educational research: An introduction, in R.G. Burgess, (ed) *Issues in educational research: Qualitative methods*. London: Falmer.

**Cannell, C.F. and Kahr, R.I.** (1968). Interviewing. In Lindzey, G. and Aronson, E. (eds). *The handbook of social psychology*. Vol.2. Research methods. New York: Addison-wesley.

**Cape Argus**, (1998:02 June). Gangs strike at schools in Peninsula townships: Top cop warns as black suburbs hit.

**Christie, P.** (1992). From Crisis to Transformation: Education on post apartheid South Africa. *Australian Journal of Education*. 36(1), 38-52.

**Cohen, L. and Manion, L.** (1994). *Research Methods in Education*. London: Routledge.



**Cole**, (1993). Support for beginning teachers in Ontario. *Journal of Education Policy*. 8(3), pp.241-255.

**Cole**, A.L. and McNay, M. (1988). Induction programme in Ontario schools: issues and possibilities. *Education Canada*. 28(4), 4-11.

**Crossland**, H. (1991). A competency-based approach to teacher development at the induction phase. University of Plymouth.

**Cziko**, J.E. (1989). Unpredictability and indeterminism in human behaviour: Arguments and implications for educational research. *Educational Researcher*. 18(3), 17-25.

**Daba**, L. (1991). Gangsterism in Schools in black residential areas, Mowbray. South African Institute of Race Relations (SAIRR).

**De Landsheere**, G. (1988). Research Perspective. In J.P. Keeves (ed), *Educational Research, Methodology and Measurement* (pp.9-16). Oxford. Pergamon Press.

**Eye**, G.G. (1956). The new teacher comes to the school. New York. NY Harper.

**Feiman-Nemser**, S. and Floden, R. (1986). The cultures of teaching. In M.C. Wittrock (ed), *Handbook of Research on Teaching* (3<sup>rd</sup> edn) pp.505-526. New York, Macmillan.

**Fuller, F.F. and Brown, O.H. (1975).** Becoming a teacher. In K. Ryan (ed) *Teacher: The 74<sup>th</sup> yearbook of the National Society for the study of Education*. Part II (pp. 25-52). Chicago: The Chicago University Press.

**Geherke, N.J. (1981).** A grounded theory study of beginning teachers' role personalisation through reference group relations. *Journal of Teacher Education*. 32(6), 34-38.

**Gibbon, J. (1987).** How are we faring with beginner teachers? *Educamus*. 33(2), 10-15.

**Glaser, B. and Strauss, A. (1967).** the discovery of grounded theory. New York. Aldine.

**Glassberg, S. (1980).** Student teaching. A developmental Approach. *Journal of Teacher Education*. 31(2), 31-38.

**Grant, and Zeichner, (1981).** In-service support for first year teacher: The state of the scene. *Journal of Research and Development in Education*. 14(2) 99-111.

**Gray, W.A. and Gray, M.M. (1985).** Synthesis of research on mentoring beginning teachers. *Educational leadership*, 43(3), 37-43.

**Guba, E.G and Lincoln, Y.S. (1988).** Naturalistic and rationalistic enquiry. In J.P. Keeves (ed), *Educational Research, Methodology and Measurement* (pp.81-85). Oxford. Pergamon Press.

**Hall, G. and Loucks, S. (1978).** Teacher concerns as a basis for facilitating and personalising staff development. *Teacher College Record*. 80(1), pp.36-53.

**Harding, S. (1987).** Is there a feminist method? In Harding, S. (ed). *Feminism and methodology*. Bloomington: Indiana University Press. pp 1-4.

**Harris, L. and Associates. (1992).** The Metropolitan Life Survey of the American Teacher. The second year. New teachers expectations and ideals. New York, Metropolitan Life Insurance.

**Hegler, J. and Dudley, R. (1987).** Doane College Induction programme. *Journal of Teacher Education*. 38(1) 53-56

**Hoffman, V., Edwards, S.A et al (1986).** A study of State-mandated beginning teacher programmes. *Journal of Teacher Education*. 37(1), 16-22.

**Huffman, G. and Leak, S. (1986)** Beginner teachers perceptions of mentors. *Journal of Teacher Education*. 37(1), 22-25.

**Huling-Austin, L.** (1990). Teacher Induction Programs and internship. In W.R. Housting, R. Howsan, & Sikula (eds). *Handbook of research on teacher education* (pp 535-548). New York. MacMillan.

**Huling-Austin, L.** (1987). Teacher induction. In D.M Brooks (Ed.), *Teacher in education: A new beginning* (pp.3-24). Reston, VA: Association of Teacher Educators.

**Huling-Austin, L.** (1992). Research on learning to teach: Implications for teacher Induction mentoring Programs. *Journal of Teacher Education*. 43(3), 173-180.

**Husen, T.** (1988). Research Paradigms in Education. In J.P. Keeves (ed), *Educational Research, Methodology and Measurement* (pp.17-20). Oxford. Pergamon Press.

**Jarvis, M.A.M.** (1982). The assessment of teacher competence, with specific reference to policy and practice in Natal: a critical analysis. MED dissertation, University of Natal, Durban.

**Johnson, J.M.** and Ryan, K.(1980). Research on the beginning teacher: implications for teacher education. Columbus: Ohio State University.

**Johnston, J.M.** and Ryan, K. (1983). Research on the beginning teacher: Implications for Teacher Education. In K.R. Howey & W. E. Gardner (eds). *The Education of teachers: A look ahead*. New York. Longman.

**Keeves, J.P.** (1988). Social Theory and Educational Research. In J.P. Keeves (ed), *Educational Research, Methodology and Measurement* (pp.20-27). Oxford: Pergamon Press.

**Kremer, L.** (1984). The shock of the living classroom. *Education*, February.

**Kremer-Hayon, L. and Ben-Peretz, M.** (1986). Becoming a teacher: The transition from teachers' college to classroom life. *International Review of Education*, 32(4): 413-422.

**Lacey, C.** (1977). The socialisation of teachers. London: Methuen.

**Lieblich, A. and Josselson, R.** (Eds) (1994). The Narrative Study of Lives (pp.ix-xiv). California: Sage.

**Lofland, J. and Lofland, L.H.** (1984). Analysing social settings: A guide to qualitative observation and analysis. Belmont: Wadsworth.

**Lortie, D.C.** (1975). School Teacher. A sociological study. Chicago. University of Chicago Press.

**Market Research Africa.** (21: November: 1997). Quoted in Sidiropoulos, *et al.* South Africa Survey. *Gangs*. (P.37). Johannesburg. South African Institute of Race Relations (SAIRR).

**Marton, F.**, Hounsell, D. and Entwistle, N. (Eds.) (1984) *The experience of learning*,  
Edinburg: Scottish Academic Press.

**Mashile, E.O.** and Mellet, S.M. (1996). Political and Social factors related to  
Secondary School pupils' attitude towards school. *South African Journal of  
Education*. 16(4), 223-226.

**Maykut, P.** and Morehouse, R. (1994). *Beginning Qualitative Research: A philosophic  
and practical Guide*. London. Falmer Press.

**McCabe, C.** (1978). A new look at problems of the probation year. *British Journal of  
in-service education*. 4(3).

**McDonald, F.** (1980). *The problems of beginning teachers. A crisis in training*.  
Volume 1. Princeton, NJ

**Miles, E.G.** and Huberman, A.M. (1984). *Qualitative data analysis: a sourcebook of  
new methods*. Beverly Hills. CA: Sage.

**Nowlan, J.W.** (1991). The beginner teacher. In R.M. Yule (ed). *Readings on teacher  
education*. Johannesburg. Lexicon



**Odell, S.** (1986). Induction Support for new teachers. A functional approach. *Journal of Teacher Education*. 37(1), pp.26-29.

**Patton, M.Q.** (1990). Qualitative Evaluation and research methods. Newbury Park: Sage Publications.

**Perry, W.G.** (1970). Forms of Intellectual and Ethical Development in the college years: A Scheme, New York: Holt, Rinehart, and Winston.

**Powney, J. and Watts, M.** (1987). Interviewing in educational research. London: Routledge & Kegan Paul.

**Pyke, N.** (1994). Times Educational Supplement, (pg. 3) 11/2/94.

**RDP,** (May/ 1996. p.24). Children poverty and disparity reduction: Towards fulfilling the rights of South African children. A report commissioned by the ministry in the office of the President Pretoria.

**Ryan, K.** (1979). Toward understandings the problem: At the threshold of the profession. In K. Howey and R. Bentz (eds). *Toward meeting the needs of beginner teachers*. Minneapolis. MN. United States Department of education.

**Sanderfur, I.T.** (1982). What happens to the teacher during induction? Paper presented at the annual meeting of the American education Research association. New York.

**Schofield, J.W.** and Anderson, K. (1987). Combining qualitative and quantitative components of research on ethnic identity and intergroup relations. In J.S. Phinney and M.J. Rotheram (eds), *Children's ethnic socialisation* (pp.252-273).

**Sehlare, B.** and Mentz, P.J. (1994). Differences in the perceptions of the principals and beginner teachers on induction of the latter. *South African Journal of Education*. 14(2), pp.73-77.

**Sitter, J.P.** and Lanier, P.E. (1982). Student teaching. A stage in the development of a teacher? Paper presented at the annual meeting of the American Educational Research Association. New York.

**Smith-Davies, J.** (1991). Percentage change- teachers by state to 1992. SpecialiNet, Supply demand Bulletin Board.

**Sowdeen, S.** and Keeves, J.P. (1988). Analysis of evidence in humanistic studies. In J.P. Keeves (ed.) *Educational Research, Methodology and Measurement* (pp.513-526). Oxford: Pergamon Press.

**Sprinthall, N.** and Thies-Sprinthall, L. (1983). The teacher as an adult learner. A cognitive-developmental view. In G.A Griffin (ed). *Staff Development* (82<sup>nd</sup> yearbook of the NSSE), Chicago, IL, University of Chicago Press.

**Steyn, P.J. and Nowlan, J.W.** (1989). Probleme van die beginner onderwyser- kan die eerste jaar oorleef word? *South African Journal of Education*. 9(4), pp.731-736.

**Strauss, A. and Corbin, J.** (1990). Basics of Qualitative Research: Grounded Theory Procedures and Techniques. Newbury Park: Sage Publications.

**Swanson, P.A.** (1968). Time to teach and time to learn. In *NASSP Bulletin*. October, pp 82

**Tabachnick, B.R. et al.** (1983). The development of teacher perspective. Quoted in S. Veenman, (1984). Perceived problems of beginner teachers. *Review of Educational Research*. 54(2), p. 163.

**Taylor, J.K. and Dale, I.R.** (1971). A survey of teachers in their first year of service. School of education. University of Bristol.

**Tisher, R.P. Fyfield, J et al.** (1979). Beginning to teach: The induction of beginning teachers in Australia. (vols. 1,2) Australian Government Publishing service, Canberra.

**Tisher, R.** (1980). The induction of beginner teachers. In E. Hoyle & Megarry (eds), Professional development of teachers (World Yearbook of Education 1980). London. Kogan Page.

**Tuckman, B.W.** (1972). Conducting educational research. New York. Harcourt Brace, Jovanovich.

**Van der Hoorn, S.** (1995). The Development of Ecosystemic Thinking: an epistemological study. Thesis: University of Stellenbosch.

**Veenman, S.** (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54(2); 143-178.

**Vonk, J.H.G.** (1983). Problems of beginner teachers. *European Journal of Teacher Education*. 6: 133-150.

**White paper on Education**, (15: March: 1995. p.18). Education and training in a democratic South Africa: First steps to develop a new system.

**Wildman, T.M.** (1988) Sources of teaching problems and the ways beginners solve them: An analysis of the first two years. New York. AERA.

**Wildman, T.M. et al** (1992). Teacher Mentoring: an analysis of roles, activities, and conditions. *Journal of Teacher Education*. 43(3), 205-213

**Wilhelm, P.** (1997). Kriel uses war as a lever. *Financial Mail*. 146(10), p.41.

**Zeichner, K.M.** and Tabachnick, B.R. (1981). Are the effects of University teacher education "washed out" by school experience? *Journal of Teacher Education*. 32(3), 7-11.

**Zeichner, K.M.**, and Tabachnick, B.R. (1983). Teacher perspectives in the face of institutional press. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

University of Cape Town

Navrae  
Enquiries Hendrik Jeremy Mentz  
IMibuzo  
Telefoon  
Telephone 403-6023  
IFoni  
Faks  
Fax 403-6370  
Ifeksi  
Verwysing  
Reference  
Isalathiso 13/2/10



PROVINSIALE ADMINISTRASIE WES-KAAP  
**Onderwysdepartement**  
PROVINCIAL ADMINISTRATION WESTERN CAPE  
**Education Department**  
ULAWULO LWEPHONDO LENTSHONA KOLONI  
**ISebe leMfundo**

Mr S. Malatji  
423 Liesbeeck Gardens  
Mowbray 7700

Dear Mr Malatji

**REQUEST TO DO RESEARCH IN DEPARTMENTAL SCHOOLS: THE EXPERIENCE OF  
BEGINNER TEACHERS IN THEIR FIRST YEAR OF TEACHING**

Your application to conduct the above-mentioned research in secondary schools in the Western Cape has been approved subject to the following conditions:

- Principals, teachers and learners are under no obligation to assist you in your investigation.
- Principals, teachers, learners and schools should not be identifiable in any way from the results of the investigation.
- You make all arrangements concerning your investigation.
- The investigation is not conducted during the fourth school term.
- A photocopy of this letter is submitted to the principal of each school where the intended research is to be conducted.
- A brief summary of the content, findings and recommendations is provided to the Director: Curriculum Management (Research Section).
- The Department receives a copy of the completed report/dissertation/thesis addressed to:

The Director: Curriculum Management  
(Research Section)  
Western Cape Education Department  
Private Bag 9114  
CAPE TOWN 8000

We wish you success in your research.

Kind regards

*Hennie Mentz*

AP HEAD: EDUCATION  
DATE: 16.03.99

ALD ASSEBLIEF VERWYSINGSNOMMERS IN ALLE KORRESPONDENSIE. / PLEASE QUOTE REFERENCE NUMBERS IN ALL CORRESPONDENCE.



## CONSENT TO PARTICIPATE IN RESEARCH PROJECT.

Herewith I consent to participate in the following research project.

### **Nature of the project.**

The project is part of masters dissertation that deals with the experiences of beginner teachers in their first year of teaching.

### **Researcher.**

The researcher is mr Malatji sydney, a student in the department of education (Social policy planning and administration), at the university of Cape Town.

### **Nature of participation in the project.**

I am fully aware and understand the following aspects and the implications thereof:

- 1) That my participation lies in the granting of an interview in which I supply information about my personal and employment experiences as a beginner teacher;
- 2) That the interview will be taped on audio cassette, and that I may listen to this tapes if I choose to do so;
- 3) That this information, taped on cassette, is part of the research material of the project;  
and that the researcher may quote certain parts of my interview and interpret such, in the light of the rest of the research, with the view to facilitate the understanding of the experiences of beginner teachers during their initial year of teaching.
- 4) That the researcher guarantees that my identity will be treated as confidential information at all times, and that this will at no stage be disclosed in reports emanating from this research.

### **Joint declaration.**

We, the interviewee and the researcher, fully understand the above information and implications thereof.

Signed this.....day of.....1999.at.....

Interviewee

Researcher

**PART A.: Basic interview information.**

Please indicate your answer by putting an X next to the appropriate answer.

A1. Your age fall within the range of;

below 20.

20-24.

25-29.

above 30.

A2. Sex.

male

female

A3. Highest qualifications

diploma/college.

diploma/university.

degree plus teachers' diploma.

honours and/or other highest qualifications

A4. The name of the institution.(please fill in).

A5. Experience as a teacher.

0-6 months (+- half a year).

12 months (+- 1 year )

24 months (+- 2 years )

36 months (+- 3 years )

A6. Any other work experience (please indicate)

**PART B. Open-ended questions.**

B1. Experiences, concerns, preoccupations or problems during first year of teaching.

B2. Survival strategies

B3. Type of support offered.

B4. Needs for beginner teachers.

## **APPENDIX 1. INTERVIEW TRANSCRIPT: SCHOOL A.**

*INTERVIEW 1. MONWABISI. 1999-02-10.*

SYDNEY. What were the problems or difficulties you have been facing in your first year of teaching?

MONWABISI. Okay; the first problem I have experienced was one; students or pupils, they think that you are a pupil or a student. Meaning that they don't respect, let me put it that way. Because you are new at school now they think that they can do anything, I mean you don't know the environment. So, that is how they think.

Number two; in the classroom situation, instead of listening on what you are doing now what they normally do they just look at you. When you pose questions to them, they just ignore you because they know that there is nothing that you can do and also that you are new at school.

At one time I remember when I started teaching here at School A I had problems with students. There were crises here in our school. When there was a meeting between staff and the SRC at that time, now when I pose the question in the meeting saying that, now it seems as if the students are trying to retard the process of learning. Now when they went back to the students to report back of what transpired between the meeting of the staff and the SRC, they quoted my name, saying that the new one said this and that. What they did was, they made toyi-toyi on that day, calling up my name, they wanted me. I was not afraid of them. I went outside and asked what was their problems. Now I saw in that process that they were taking advantage of the situation that I was new at school. So it is one of the problem or difficulty.

Another thing is that even if you see them smoking there is nothing that you can do. They just ignore you because they know that you are new at school. So these are the problems, especially the ladies they are facing very difficult times.

S. How were you coping with discipline in the classroom given this kind of a situation?

M. Well, after sometimes I had a control of certain classes not all of them. In the classroom situation I grouped them in various, giving them topics. Now was then that I could have discipline in the classroom but other classes were out of control. So, those classes, which were difficult, I left them in that situation and I carried on with those classes, which I could maintain.

S. How did you find the support of senior teachers?

M. I had support of some teachers, some of my closer colleagues.

S. Were you given subjects that you have been trained for?

M. I was given History. I did method in History. I never really had any problem, except that when you are a student from the university coming to another situation, you still have those tendencies from the varsity in trying to explain in another term or trying to analyse topics. Since we are coming from 1994 elections, we still have that... university politics. Now in explaining the situation in the classroom those politics were there in trying to explain certain terms and certain topics. So in most classes that I was doing it was so interesting and the students were so interested in trying to understand certain things.

S. What about responsibilities given to you by the school. Didn't you find them burdensome?

M. no, there was not much responsibility. Infact, cricket and soccer here at school were inspired by me. I inspired especially soccer because in cricket there was a teacher who was taking responsibility for them. But when I came it started to boom both cricket and soccer.

S. And the resources, they did not frustrate you?

M. Oh: it is one of the things that is frustrating us, especially in our school it is frustrating. Because I was doing practical teaching in Pinelands high school, now you can compare Pineland and School A. I thought maybe some of the things I may find them here at School A, because in Pineland we were used to overhead projector, everything, but the situation was different here. It is frustrating, one of the most frustrating thing.

S. Can I understand your relationship with the parents of this school. Did you experience some problems as a new teacher in dealing with the parents?

M. Fortunately for me I happen to know most of the parents of the students, so I don't have problems in terms of communicating with the parents. Even if I have parents meeting, but I do not have a problem.

You know what I am doing, let say, I am giving a homework and a student does not do a homework. I write a letter giving the student to give the parent. The following day what I want I need a signature of his or her parent. That is what I am basically doing. I am trying to have communications with parents, trying to understand what is happening, why the child is not doing homework.

S. Violence, it was not a problem at this school?

M. Violence; hm:hm; last year there was violence, gangster violence. Because the boys were threatening some of the teachers as they were involved with gangsters outside. One time, one of the gangsters, the opposite gangster invaded our school, and the school was called off that day because of the violence. They carry firearms so there is nothing we can do.

S. Tell me about your experience regarding the school regulations and condition of service.

M. I never had that problem because I was introduced properly. Another thing that helped me a lot was that some of the teachers here at our school I was taught by them when I was still a student here.

S. Generally one can say you did not find a lot of problems in adapting to the situation.

M. No, because most of the teachers here, were students here before, so our school is fortunate in that respect.

S. I want to understand the strategies you were using in coping with the situation during your first year of teaching.

M. In the classroom situation especially, what I did was; I went to those teachers who were teaching here before. I'll ask for overhead projector and the stand. I was not using the chalkboard so much, I was using the overhead projector and giving them handouts. This was the influence from tertiary, because I was so spoiled to university where we were dealing with handouts, so I was using photocopying machine giving them handouts. I was only using the blackboard as reference. So these were strategies that I did employ in trying to bridge the gap between the situation and the school.

S. Beside consulting your colleagues or other teachers, did you also consult with your principal?

M. Ja: even if our school never had a principal per se. There was an acting principal. This school had a crisis, a principal crisis, divided teachers.

S. How did the situation affect your teaching?

M. I was not involved in both sides because I was an ordinary teacher and told myself not to be involved, because I mean, where did these things originate, I did not know. So, that is why that thing never worried me too much.



S. What kind of assistance did you receive during this period?

M. Fortunately, from the guidance teacher. The guidance teacher was my teacher here at this school. So, we could sit down, he could tell me how to approach a particular issue, where to go and where not to go. How to treat them because I mean, our kids are not disciplined. But when they go to the white schools they become disciplined. When it comes to question of uniform, when it is said to them that they must wear uniforms, they never wear it. But if they go to these white schools they wear them.

S. But your school did not have formal programmes to help new teachers?

M. No, there were no programmes. You find the way out. They just show you the classroom, just let you know the building, what-what, and what-what, other things you find the way out.

S. What strategies do you think could be implemented to help you in this kind of a situation? That is, can you tell me about your needs as a new teacher?

M. If you can get... if the school can give more of a teaching things, more of teaching aids, the school can achieve higher on the results. That is the main problem. If we can get most of the teaching aids, I mean at least that can solve the main problem. I mean if you can give the teaching aids, now the problem is between teachers and pupils. I mean if you have those teaching aids and then at the end of the year you produce bad results, the blame can be put on teachers. Without teaching aids, teaching become extremely difficult. That is the only thing that is frustrating now. I do not know how can it be done to introduce most of the students to uniform.

*INTERVIEW 2. LUNGISWA. 1999-02-11.*

SYDNEY. What were the problems, difficulties or concerns you have been facing in your first year of teaching?

LUNGISWA. I have encountered a very difficult moment in my first year. Firstly when you start a new job in a new school you experience a difficulty. When you first join a group of people you see that you do not get welcomed from everybody. You face the problem first before you get to the classrooms, you have to face those problems.

And then, to the classroom situation you got problems from students, the attitude of the students. So got different kinds of children coming from different backgrounds. There are those who are, if I can say, they..., so they don't give you a respect. You ask them something they don't answer; they just look at you, and another thing if you ask them to do a homework they don't understand why should we do a homework from a new teacher. They think you are almost of the same age. They don't give you that respect.

Another thing, you experience some sexual harassment sometimes. If you are walking on the blocks they make some funny things like "sweetheart", and you just ignore those things except when they are happening in a classroom situation, but we don't really experience those things in class. Usually we experience it on the blocks, so we just ignore them and you don't say a word because you don't know who is saying those remarks. In some cases... you know that during apartheid era students had no say in education, so now there is democracy and then they elect SRC, they think now they are in power, they are the ones who are running the schools and they don't understand if you tell them something, so they think they are in power. Otherwise they abuse their rights.

S. You talked about the issue of isolation. As a new teacher how were you coping with it, finding yourself in a situation where you are just alone?

L. I wasn't that alone because there are few teachers that they accept you and they make you feel be one of them, so there are those who just isolate you and then you with this thing that happen on the time when time goes on. The other just show that they are, they welcome you, they make you feel at home. Otherwise it was not just difficult because you are not just alone, there are some two or three teachers who will make you feel free.

S. given the attitude of the students as you explained, how did you manage about the discipline in classroom?

L. in the classroom, you as the teacher you are in charge, so you have to by all means – whatever problem crop out in the classroom – deal with it. So if you give child a homework, and then the child does not do the homework, then you ask the child why. Some have got serious reasons why, maybe the problem is at home, some they just say they forgot about the homework, and then you just give it the second time. If he doesn't do your work in class then I do not see the reason why he come to class anyway, so you just chuck him out, or if you don't do that because sometimes it is difficult to do that, you just ask the child to bring the parent and you explain the situation to the parent and then if the parent come you tell the parent that the child is doing this and this, you just quote everything.

S. What about the theory you got from the university; it can't help much in this case?

L. It is, but not really because something you don't get the information on how to deal with it from the theory. Somehow you have to apply your own discipline, because you got very difficult students, so what we heard from the university is not exactly what we are experiencing.

S. What about the motivation from the school. As a new teacher did you find being motivated by the school?

L. Ja, a lot. You get motivation from other teachers, they give you ideas of how to deal with the students. Some of them are very harsh, you can't even apply those ideas to students but those ideas are background, because some kids are used on the way other teachers treat them on a harsh way. You just chase the students out, or raise your voice all that, but in some cases we even have the discussion in the staffroom on how to deal with situation.

S. What about resources?

L. Resources are very much scarce. Resources, this is another thing. A child can't get enough education because there are no resources. It is difficult to only open the book or use only the blackboard to write so that the child gets notes; this is tantamount to rote learning. You must have a practical room, especially when you deal with the content subjects. So resources are not there and that is another difficulty because you cannot give much attention on what you are trying to do. Resources are not there.

S. Other beginner teachers indicate that in starting teaching they have been given subjects that they were not trained for, and they find it as a problem. How did you experience with the problem regarding subject allocation?

L. No, I did not experience such a problem.

S. So, have you been given subjects that you have been trained for?

L. Ja, I have been given the subjects that I have been trained for.

S. Do you find that you have been given a lot of responsibilities which are disturbing you in your actual classroom practice?

L. I have trained for 2 subjects, but I only teach one. The reason is because the other subject which is guidance, they don't see it as very important you know. There is HOD for that subject but they do not take it seriously. They think it is just an additional

subject and it is not important, whereas we experience a lot of problems. It is vital to have a period of guidance, strictly for guidance so as to guide the child, so that once we are having a child who is problematic in our community we can help them. They don't get enough guidance from their parents because some parents are working daily for more hours, and then some are working few things. So they do not get that... parent and the child talk, so they need a lot and then they see other children they think how this child is having a drug and they join this thing knowing what is good and wrong. So the guidance is another problem in my part, because I didn't get the chance to use my knowledge from the university.

S. And the violence; was it not a problem?

L. Violence, oh; it is a problem. It is a big problem. Because some robbed one of our worker. They took a cellphone and they shot that guy. So there are a lot of things happening.

S. It was scary I suppose.

L. JA, definitely; especially during registration time. They even wanted to rob us our registration money, but they didn't succeed. We noticed them before they could act.

S. Are these people from outside?

L. No, students, but they are not yet registered. Students from our school. So these are lots of problems you may call violence.

S. I want to understand the strategies you have been given the kind of situation you have just explained.

L. The strategy hmm; I didn't do it on my own, it was a joint thing from the staff. So there are discussions concerning the issues that we come across. Whether in a classroom, so we discuss all these things. So this is the only strategy we did.

S. But sometimes you have to go alone and create your own strategies.

L. Ja, sometimes. Like I said you couldn't do that because you are different from that teacher, so you have to use your own way of disciplining the child.

S. What kind of assistance did you receive during your first year of teaching?

L. I didn't receive any assistance.

S. So the school did not have programmes to help new teachers?

L. No, not in my first year, but after my first year it was then that I received help.

S. What about the principal, did you find him helpful in trying to make you grow professionally?

L. Yes he was. He always wanted to know the difficulties you are experiencing. He always needs to help. He always want you to be in class. He was helpful in anyway because that shows the commitment of himself.

S. What do you think can be implemented to help the new teachers in their first year of teaching?

L. I think resources. They must get resources. And the other thing is the large number of students in the classes. So if you are a first year teacher, you do not expect 60 students in a class, how can you cope with that. I think that is the other area the new teacher needs help.



## APPENDIX 2. INTERVIEW TRANSCRIPT: SCHOOL B.

*INTERVIEW 3. BEVERLY: 1999-04-08.*

SYDNEY. Maybe just to give it a kick off, let me understand firstly about your of this profession. How did you become a teacher?

BEVERLY. How I actually come about was, I had an education bursary from the department while I was studying in the university. I did my junior degree and honours and then my teaching diploma because that was compulsory. Then I did apply for a couple of other jobs around the commerce sector and also applied for teaching post here and I was offered the teaching post. I didn't set out maybe when I started that I want to become a teacher, it kind of turned out in that way. Whether I will remain a teacher in the long turn I don't know. I think maybe I would like to try something else and maybe to come back to teaching, we will see, you'll never know. Teaching wasn't completely new to me, my Mom used to tell me that teaching is the only profession that you can go with it 12 years of experience. My Mom is a teacher, she teaches here in the high school. I was a kind of used to that, so that wasn't something completely new for me, not knowing what is expected of teachers. Your time constraints, the type of kids, the type of home that you have.

Something else that was very different that I think is unique to me is that I matriculated in this school. I was schooled here and I came back and teach in this school. So I am familiar with the environment, the community, the type of pupils that come to the high school. And I think people who come from other parts of the country will find it foreign. I think as a first year teacher I found that it is quite time consuming in that your preparations for your classes every day takes up quite a bit of your time because you make new notes and try to think about what you have to teach. Doing everything from the scratch, you don't have a basis you are working from which experience teachers do have. Obviously you will have a quite a couple of time and it is quite something new.

I think something else that was very necessary to do and I was given every support in doing that is, I am now 23 years, so I am not that older than pupils who are in matric, and it is my first year teaching and I am teaching matric. It is really important that when you come into you got to be able to distance yourself from the learners, and you need to be quite strong in doing that. And it is important that you kind of distance yourself from the beginning, otherwise you gonna pick up a lot of problems later on. I haven't had any major discipline problems or anybody being rude or undermining my class yet, I hope not. I think that is something maybe from my Mom's teaching experience. What the teachers kind of how to ... at the school, told that give certain strategies or certain... and that has worked for me. I think maybe some people might battle with that, but like I said maybe it is because of the living in the environment.

S. What kind of disciplinary problems do your students depict?

B. It is like I haven't had any major disciplinary problems. The biggest problem I experienced was simply not necessary controlling the class, not making them quiet. That type of a thing is fine. Probably things like ensuring that they are doing their homework, because when given the homework they don't do it, they will come to the class and say blah! blah! blah! or if you give them work to do in a class, okay they must do it in class, I can't sit on my desk. I kind got off walk between and just make sure that they are working and ask them questions about how far are they. Maybe that is how is normal, but no problem of being rude or just ignoring you or something like that.

S. What kind of classes were you allocated?

B. Really, I mix rather across the board, because the subject that I teach is a choice subject, so you got the combination of everybody; English, Afrikaans, your top students and your weak students. Unlike in subjects where for an example, languages, where you stay in class groups. It is a sort of, my classes are quite big because of the choice subject. And then they are quite big and you have to obviously allow for stricter control. You have kids of higher grade, standard grade, everything together. Some

classes that I have had a bit of a battle it was my grade ten, it was really a big class. I suppose your ... seems to be weaker classes, it is quite normal I suppose. I don't think that in my case you have to do with your learners that are less intelligent or slow learners, it really just depends on how big your classes are. I think that is maybe one of the biggest constraint.

S. As a new teacher, were you given support more especially regarding classroom discipline? In other words, Does the school have programmes to help you cope with these conditions?

B. There is a programme which they will put through. We do have someone who is assigned to the new teachers. Who before the school starts will come and introduce you to the school, show you how the system works, problems that new teachers have and suggestions that you can maybe consider in knowing your learner. Obviously if you are having a problem, there is a structure in the school such as that each single standard in the school has got what we call standard heads or grade supervisors. If you are having a problem with a learner in a particular standard you then go to the grade supervisor of that standard and you work through that with the learner. Something else that I know it is quite true is that, I find that the parents are very supportive of the teachers. So if you are having problems with some children who cannot work, they are failing, cannot achieve what they should be doing, you just first consult with the parents. The parents are usually on your side and then you can work through like that. Usually you work through the subject heads and they get hold of the parents. Obviously, when you get any problem in any area you can to the person who is in charge for us, she has been here for quite a while. That is the only kind, that is the structure that helps you, but there is no specific programmes or constant check-ups as to how you are doing. It is very coming from you expressing problem.

S. How are personally coping with the situation?

B. You got to have some kind of time management. You got to have a working plan as to where you go. You must know what work need to be covered by when. And if you

can work like that you tend to be more organised, you tend to see where you are going, you tend to stay up to date. You just kind of go everyday, you just think of work. For me I think I like to work out exactly what I need to get done. I think something else, I really believe that personality of the teacher it influences the climate in the classroom as such. For me I don't like to.. I am not a strong disciplinarian that shouts at them, that enforces them. I am more of a positive approach, but it has worked for me especially when I am in a class. I am on the one to one basis with them. if something, if it is a problem then we deal with it not in a soft way but in a diplomatic way. If there is a noise in a class I will ask , what is a problem? And resolve it and we carry on with work rather than shouting at the students, for me it is working. If learners are just talking in class, I don't just yell at them or that sort of a thing, what I simply do I tell them that if you don't want to be in my class, you just got to get out my class, I am not going to butt your head off, but don't disturb the rest of the class. Or instead of shouting at them what I will do I just simply walk at them and softly in their ears I will ask them, please be quiet it is disturbing my classroom. That seems to have the effect instead of shouting or keep quiet for the rest of the lesson. That is my personality and I am sure a different teacher will do it differently, for me it has worked. I don't know maybe in another situation it won't work like that.

I think something else which is quite also important especially for first year teachers – maybe I say this because I had a bit of experience with my Mom being a teacher – you got so much to do and everything is so new and you got so many lessons to prepare and you end up when you go home all you doing is school work, and eventually you are going to sleep later in the night and you come back and you go to school. Over the weekends you spent trying to plan things. It is really important that you have somehow or other a type of activity or something that you do that is totally not school related at all. Where you just go and play sports, or just go and do something else. I think that is really very important. I am a keen sports person, I do quite a bit of sport and I am involved in club coaching and that type of a thing, so that it gives me a totally different type of focus.



S. Having spent the whole first quarter, can you say that you feel you are on the track. Do you feel there are no more hurdles to jump?

B. I think there are going to be a lot of hurdles to come but I think I am much better prepared for them. I know what to expect. I know what is expected of me. I know how the workload is like. I am better prepared, so it is easy I suppose to get to where you are going, where you must be. I don't think though that there are a lot of things that you going to have to or I am going to learn to do later, but I think that will come with experience. But I do feel that I am more on track now than what I was in the first term. I got a better ideal of what must be done.

S. What type of support measures can you recommend for new teachers?

B. I think that a lot of teachers fall, especially in their first year, because they don't maintain a discipline code of what they wouldn't want to accept in their classroom. Then they will adapt to that but if in the first term they can be kind of run free and be little bit noisy, and get away with not doing the work, then it is not going to change. That problem is going to snowball and that is going to be really difficult for the first year teacher to be able to cope up with, because you have got learners that you can't control in a class situation. Even myself I underestimated the importance of that. I was lucky in the sense that I was able to stamp some sort of discipline code, because I had the necessary advices of important people at work. I think that is something first year teachers should be really be aware of. I think also they need to have a little bit of guidance as to how you need to plan your work that you need to cover, how much work, homework do you expect learners to do. How you would like the department in the school would like to have your papers, that type of set-up, because the way that you are going to teach the work in the classroom that is the way you going to test the learners. For me as a first year teacher, although I know what work I had to cover, I don't know exactly what I need to stress, that means, Exactly how much the focus to be in the exam papers that I set-up. I think if we just get a better outline of that system, I think we need to have as much information as regard to how t settle in the system successfully.

S. Other people may say that teaching is a profession whereby a teacher is learning through doing or experience, hence the saying , “sink or swim”. What is your view on this issue?

B. I think that any good teacher has obviously certain amount of experience behind them, but I think that as a new teacher obviously you are going to experience certain things. I think you can be the most successful new teacher and be able to learn or have a quicker or steeper learning curve if you are given that kind of guidance right in the beginning. That just give you a bit of kickstart and you can get going rather having to go through all the problems.

There is also something else that I must say that I have noticed. It has been my 6<sup>th</sup> year I have been out of the school. And I find that the type of the pupils or the learners that are at school now are very different to the type of the learners that were at school when I was there, and there is now six years difference. The type of choices that they have to make, the type of home where they come from, the type of activities that they engage in are very different. I think the learner as such in standard 9 or matric is more mature, in terms of what they are doing. Is lot more mature than say six years ago. Lot of learners now cannot do sports after school. It is not compulsory any more because they must go and work. Lot of them comes from broken homes where they don't have a necessary support coming from home that really makes them become independent. The types of things that they involve themselves in, a lot of them abuse alcohol, a lot of them have got the whole story of drugs more available to them. It was never like that six years ago, and that is different type of persons we are teaching. It is important to kind of realise that maybe that the strict disciplinarian structure that you could put on pupils a couple of years ago is not necessarily going to work with learners that we have now. That was for me one of the biggest problem when I came back from university for teaching.

S. How do you find your relationship with other staff members?



B. there are a couple of new staff members so we got friendly from the beginning anyway. For me as you remember that I was schooled here, I know a couple of the faces so I probably feel more at home.

S. So you did not have a problem of adjustment?

B. No, because I knew how the school functions, how it looks like, the environment, who is in charge, that type of things which makes a big difference I think. But there are a lot of new faces from staff members who were not there when I was here.

S. But you did not feel threatened?

B. No, not at all.

I think in any staffroom you are going to have a couple of groups between teachers. In the staffroom is quite funny, and you find that you do have a clique of peoples or young people tend to sit together that type of a thing. But there is no overwhelmingly threatening culture in the staffroom. So it is almost like they mind you , you just coming into the system and kind of get on with it, there is no big deal.

S. New teachers are sometimes overburdened with responsibilities of the school. I just want to understand your experience to regard.

B. I think obviously as a new teacher you are going to end up doing a lot more jobs. If they are looking for people who can officiate at athletics, they are going to ask new people to do it, you know and you just kind of do it. Or if they need people maybe to help out with social function they are going to ask new people to do it, that type of a thing. It is not done in a nasty manner, it is almost a bit out of respect, that maybe an old woman who got a family and children doesn't necessary need to come out. In that way it is not like a big hierarchy, it is a bit more out of respect that you do a little bit of job.

S. Do you feel worried about the progress or success of your pupils?

B. Yes I do, I do worry because I do not have any- as a new teacher to evaluate whether my teaching method is successful or not. I will only know maybe at the end of the year when I can see what kind of results I will get and then decide that worked or there is a problem here you gonna have to change it. Yes I do worry because it is almost like those building rocks to a point of ... my performance as a teacher and I do not know whether I am doing the right thing or not at the moment, so, that worries me. At the moment there doesn't seem to be any big problem ahead up those evaluation. I think maybe after the June examinations have been written you can be able to identify whether the method is accurate or whether is going to be a problem or not. Sometimes also I refer to the person who is my subject head to check whether I have done it correctly.

S. Beside academic involvement with pupils, how do you relate to them socially?

B. I do coach at the school and that is quite something in my... when I want to do something and pupils do not understand, often learners can explain better. In a way you got to interact with a learner not on a teacher-learner basis but you are on a more one to one basis. You can have a little bit of fun if I put it in that way. You are in a different kind of a situation. Sometimes you organise functions, like you know, by the end of the hockey season you go with the hockey club for lunch, something like that. So that is the only way I interact with the learners at school if there is school functions or something like that. But on a social basis outside of the school I don't have any interaction at all.

S. What about their emotional concerns, sometimes a kid may experience some problems at home. How do you handle it at school?

B. Well that worries me, especially the fact that the community that we serve there are a lot of single parents. A lot of kids come to school with a lot of emotional problems because of the type of the family that they are coming from. That is worrying me because obviously it is going to affect their performance. For me as a first year teacher

I need to be aware of that but I don't necessarily as a first year teacher deal with that, that is the duty of the support structures, but you need to be aware of that.

S. Do you think the school is having enough teaching materials to help you?

B. Ja; I think the teaching materials in the school are pretty good. You got a lecture theatre at the top that you can utilise. We got speakers that you can use, slides, overhead they supply with top standings. They have got TV's and tape recorders if you need something like that. I think that is kind of almost support is very much there. It is just the initiative of the teacher to use them. Computers are there you can even internet the kids. The learners as such they sit with computers in their classroom but there is a computer in the school they can use. In that way I think the structure of the school as such is quite good.

S. Does the school help the new teachers in utilising them?

B. I think we used to utilise most of those things anyway like your overhead projector that we used or something like that but is open to everyone to use if you want to.

*INTERVIEW 4. REGINALD. 1999-04-08.*

SYDNEY. Can you briefly explain your choice for teaching. That is, how did you become a teacher?

REGINALD. I was actually never wanted to become a teacher. I was actually going to engineering. I passed my degree in the university and I haven't got my teaching diploma yet. I am doing my HDE this year part-time. You know, because I was finished with my degree and I couldn't get a job. I applied everywhere and I did majored in physics and maths. So I gave my CV to operational employment, that is like business or agents. These guys phoned me and told me that there is a teacher employment, so I applied and told them that I am still doing my teaching diploma, then they said it is fine as long as you can come and teach. So I said it is okay.

S. What kind of problems did you come across?

R. JO; I was very very nervous, because it was like the whole new world that I am entering there, looking after foreign people. I can say my most thing that I was concerned about is, if somebody ask me a question and I don't know the answer. That was something I was much concerned because now standing in front of a class and somebody ask me a question and I am not be able to answer. But up to now I am able to answer all the questions. The first day was heavy but after that it was fine, really I am enjoying teaching now.

S. Do you remember what other things you come across. Like your relations with staff.

R. They were fine. The first day they accepted me, I mean I had no problems. They were like coming to me and say Mr Arendse if you are having a problem come to us etc. etc. they were so friendly. They make you feel at home. So from the staff point of view there were no problems, and the kids actually liked me I do not know what I did. They really like me a lot. I think I see a future here for me, there wasn't actually any concerns of, I mean the school, the environment, everything. I mean they got every facilities here, it is a nice school. Really it is a nice area but the only bad part is because

I have to drive from home far, and get here in the morning. But other than that really the school is nice and I am enjoying teaching a lot.

S. What is your experience as regarding discipline?

R. Discipline, hoo; it is like a major problem, really it is a major problem. I never knew that it could be so tough disciplining pupils. You stand in front of the pupils then you try to teach, then, blah; blah; blah; it is going on then you try to calm them. My first two weeks I must say, I really had problems with the pupils. They didn't want to listen to me at all, then I tried to make jokes, and laughing and going on being crazy, after that it was fine. What I did, I went and ask advice from somebody, then they told me that if anybody talks and he is out of line, then you sent him to the head of department, subject head or whatever and they get punished further, and they get reports we notify with parents and all that, they are going to be put on suspension, al that. I initiated that and I can see afterwards it is working really. Kids are actually listening to me. What I also learned is that, try to enforce discipline first and then you can teach, not teaching then discipline it is not going to work. You must learn that immediately, that is what I have learned.

S. The school does not have programmes to help beginner teachers in this regard?

R. No they don't have, not in the moment. You are on your own, strong in the deep end.

S. What about the subjects you are teaching. What problems did you come across?

R. When I started I was teaching science and maths and it was fine the workload was okay. I only teach standard 6 and standard 7 and I think the work is easy. The work I did in the university is way different from this one. The work here is easy. I have learned that science for me is interesting but the one thing I actually struggle with is to bring over that science in such a way that they enjoy it because they sit and look at you in a class and yawning being bored. Science is not such interesting to the pupils and



that is what I want to do. I want to make it interesting for them you know, like doing something exciting or something, because they got totally negative attitude towards maths and science and that is what I want to improve.

S. Tell me about your relationship with the parents.

R. we had a parent-teachers meeting and about eight to ten parents came to see me, but I did not have enough time to speak with all the parents. But during that parent-teacher meeting it was first time that I ever spoke to parents. Some of them were like, what do you teach my child, they want to know everything. So you have to state your facts and all that, like when the child is rude they don't want to know that the child is rude. They think the child is an angel. But I don't have complaints about parents. I am sure in the course of the year I will meet the lot of them.

S. What can you recommend as the support programme for beginner teachers?

R. When I came here I was just put across to teach "finish and klaar". When a teacher comes, before he starts teaching, take him to let the teacher stand in the classroom and observe, because the kids take advantage of you. So, let the teacher stand there and they will show to other teacher who is older than you. Then the other starts to show you how to discipline. Firstly help the guy with discipline of students because it is very difficult for the new guy to come and discipline students, because as a new teacher they gonna make life difficult for you. If it is a programme I think it should show how to discipline students firstly. Then, methods of teaching I would like to see that also in the programme, how to bring over something because you know I did not do my HDE, so I do not know how to bring something in a right way. I mean different teachers bring different ways but I would like to know how to bring it in the possible way that suits you and suits the pupils, and that is basically what I need to know.

### APENDIX 3. INTERVIEW TRANSCRIPT. SCHOOL. C.

*INTERVIEW 5. GOLIATH. 1999-04-12.*

SYDNEY. Why did you choose teaching?

GOLIATH. Why did I choose teaching as a career? Okay, I chose teaching because when I was in sort of primary and high school, there were a lot of teachers who impressed me with the work they did. Not only in teaching a subject but also getting involved in pupils' lives and things like that. For me I felt that was really very important thing, trying to make a change especially in a young person's life. That is why I chose a high school because I felt I could make a difference not just in Biology or whatever subject I am teaching in general in the kids' lives. Why specifically in a high school, because when you get to a high school there are a lot of changes, not just in school work but I mean in the whole personality. I think the teachers have an influence on what the child is going to do or decide to do, even like it was in my case you know. A lot of teachers influenced my life and that caused me to make a lot of decisions especially where my career is concerned because there is a lot of things that I saw in them that I wanted to bring out those qualities in other kids as well.

S. Tell me about your professional training.

G. I went to UWC and it was a very tough time for me actually. I had a very, very tough time because working and studying took a long time. I enjoyed myself though. The only thing was that, again, I had no idea, there was a vast difference for me, going from matric to university really and I must say my understanding of university life was... I had very little understanding about university life which made it even more difficult for me.

S. How long did you spent in the university?



G. In all seven years, but it is because of working and then leaving studies and then going back again. So it was an on and off situation. Presently I am just temporary in my post. I suppose they are going to advertise the post and I will apply for it.

S. Do you teach subjects which you have been trained for?

G. Actually I am just teaching one of the subjects I have been trained for, but a lot of the work, a lot of the information that they have given you is not a direct application in the work that they are doing. It is little bit more actually. So I would say, yes basically, but a lot of the work is of what you have learnt. I would refer back to what I did in school than what I did in the university, so it is not so much as what they've trained you, it is more of what I know. And again, what I did so far in teaching the subject that I've got is the way teachers have taught me when I was at school, primary or high school. I tried to either improve on that or if I like, the way the teachers did that, I would actually copy it sort of and do it with the kids because I think the subject should be fun as well. It shouldn't be something boring.

S. It is interesting, sometimes you apply your teaching the way teachers taught you rather than the way you have been trained.

G. Ja; because I have seen the thing to me is somebody has to be effective. It is no use you are teaching something and it is not effective. The child will not be interested in it because of the way you are trying to teach it. So I try a lot of things and see which will excite the kids more and in that way. If they are excited about the subject I think they will remember more than actually having to go and sit and study for exams and they really don't to do that. I think it makes things easier for them as well. I also think that the subject should be - I am not saying that the class should be playful- I think it should be more a type of active class, more involved. Of course it is not always possible with classes like here.

S. How do you cope as a new teacher? What are those things which make you to cope every situation?

G. Oh, gee; I feel that if the students succeed in what I am suppose to do, not just in the marks that they might get in the test, but understanding. Because I find that a lot of the students cannot write down on a piece of page, but if you ask them to explain or give an idea as about the work, then you find that there are some sort of understanding. They might have difficulty in writing it down. It was a big adjustment, yes, a big adjustment especially the first thing that you are scared of is, are the kids going to accept you? because I think a lot of teachers walk around with this notion, you want to be liked by the children. You don't want them to say, I don't like that teacher. Then you are going to have a problem of communication because you find the kids don't want to talk to you. They won't open up to you and it is very much difficult, that is the first thing. The other thing is that you don't want to be too lenient because then they take control of the class. So you have to be somewhere in between those two. So it is a situation of you adapting to the students and the students adapting to you, not just in the style of work but in the way you are doing things. Now you want to do something and you find no, but you can't because the kids are noisy. That is also a big thing- a lot of noise because it seems then that you are not able to control your class. So that is also a scary thing, very scary because you think the other teachers and the principal and everybody else must hear your class making so much noise, and everybody else must be thinking, she cannot control her class, she cannot teach, what is she doing? the kids are out of hand, they playing around, shouting and all those things are going through your mind. You don't want to be too strict but you want to be in control of your class as well.

S. Especially were you have been taught that if the class is making noise that means they are not learning.

G. Yes, and they not working. I had a situation where we did group work and I went from one group to the other and the problem was my groups were too big. There were too many members in my groups, so the noise was, there was extremely a lot of noise and I heard the principal walking in and he went to my HOD and told him "I don't think Ms Goliath can control the group work". But anyway that was my only problem.

I am trying to do something where students help each other because I think especially in my situation where the language is the problem, so I thought maybe if they could explain to each other in a class by doing group work in their language then there might be a better understanding of the work. But my fault was, big groups, too many members, too much noise. But everything is a learning experience as you go along and each school is different I suppose. All students are not the same so again you have to accommodate each one of them.

S. Do you get any help from the school?

G. From the school itself yes. I will say these people or the rest of the teachers will ask you, How are you doing? Are you coping with the class? This is what you have to do, or this is what I have done to cope with this particular class, or try this maybe or that. So I would say there is a lot of help coming from teachers and the staff as a whole and the principal.

S. In other schools there are formal structures or induction programmes where new teachers are helped like in other professions eg. Law, nursing etc. how was the situation in your case?

G. I think it is basically the same incident. It is obvious maybe your HOD will come and sit in your class just to see how you handling your task. If he/she finds that maybe you could have done it in this way, that is fine. I will go to one of the teachers and tell them, I have got this problem with this class, maybe I am handling things in a wrong manner or something, is there anything I can do about this or what do you think? We have these little meetings on Wednesdays where we sit and talk as a group. Everybody sits, chats about problems they have in that class or how would you think I should handle this work, how do you think is the best way for me to do these experiments or things like that. So I would say there is a lot of hard work. So it is helpful in some way, you don't feel alone, you don't feel isolated. People are actually concerned. I think it is a good because otherwise if you were alone and things went on badly as they were then you would feel as if you have failed.

S. Is there any other thing which gave you a problem beside class discipline?

G. Beside class discipline for me at this particular moment I can say, violence. A lot of our kids are members of the gangsters in the community. They fight in the community during the night and during the day we teach them. It is a scary thing, prevention should start now. Our schools are not much safe. Our schools need to work together with the community to fight gangsterism, otherwise we will never overcome the problem of violence in our schools.

S. Anything you can recommend for new teachers?

G. To new teachers, I would say that they would have to be open to suggestions. Sometimes we find that people want to help us and then I don't think you should take in a way that people want to tell you what to do or make you feel as if you don't know what you are doing. I just think you have to be open to those teachers, I see myself as still being in the learning process, it is continuing it is a continuous thing. One other thing is that if you move from one school to another, even if it is close to one another, you have to adjust. There is going to be a lot of adjustment, it is a continuous learning process. I mean it doesn't matter whether or not you have how many degrees behind your back though, you just have to be open to a lot of suggestions and opportunities and make yourself available to that.

*INTERVIEW 6. YUSUF. 1999-04-12.*

**SYDNEY.** Why did you choose teaching as a profession?

**YUSUF.** Okay, I chose teaching as a profession because I wanted to develop the pupils. If you can look outside, I will make an example, if you can look outside there, most of the teachers are not committed to their work. So I have chosen this career with the aim of changing the style that I have experience or that I have observed already knowing that maybe this can contribute something in our new South Africa.

**S.** Tell me a bit about your professional training.

**Y.** Yes, I applied for Peninsula Technicon and I was granted a place to study there. In my first year the situation was so difficult because I did not know how to tackle or how to adjust myself in that situation. So the situation was so difficult but anyway I tried by all means to cope with the situation and as the year went on, my lectures were always talking about the problems which are experienced by most of the schools in South Africa. So, their curriculum was set in a way that was going to change, in fact to help beginner teachers to cope with the present environment. I studied for about three years and for Diploma in Commercial Education.

**S.** Do you teach the same subjects that you have been trained for?

**Y.** Yes, I am teaching Business Economics in standard nine. I am also teaching Accounting in grade eight. Unfortunately, the principal requested me when I arrived to teach history in grade eight. So, I took it because it is so difficult to refuse when you arrive in a school because you don't know whether that is the way in which the principal tries to know your attitude you see. So, I am still teaching it but I won't be teaching it next year. For computers, the problem is that they don't have a computer.

**S.** Being your first year in teaching, can you tell me your experiences as a new teacher?



Y. I have experienced unfortunately let me put like that, a lot of problems. Firstly I must start off with the lack of resources in the school. There are no resources at all. It is so difficult for a teacher to deliver your instructions the way you planned to deliver it, but in a way we as teachers we are trained to by our institutions to cope with the situation. Another problem is the overcrowding of classes. The classes are in large numbers and you'll find out if you are teaching the students become so bored, you see. Some of them are not listening to you and you find that it is so difficult to make them understand and to achieve the exact objective that you have planned or that you are determined to achieve and there was a problem. But maybe that is the problem which occurs in all the schools.

The problem of a conflict between staff and management, that is the most difficult problem. It is so boring to me. There is a misunderstanding, let me put as a conflict. The misunderstanding between teachers and the management of which that makes things to be difficult for one to try and create something for himself or herself. Like for instance, if you say, I am Mr Yusof and I am going to do something to change the school or to develop the school. The other teachers won't see it as you planned that particular thing. They will see it as something that, okay Mr Yusof is a curious person so you will find out now that teachers are so afraid to come up with something that is going to develop the school and that is going to contradict towards the culture of learning. It so confusing because you need to know those people first, because before you do anything you must know what do they like, what don't they like, all these kinds of things.

S. You mentioned the problem of overcrowding. How can you relate this issue to classroom management?

Y. it brings a problem because, like for instance we have a class here of 80 students if I am not mistaken. If you go to that class, you go there knowing that, I wonder if this period will end. So, you go to that class knowing that you are going to have a tough dealing with those students. It is so difficult to discipline them although you try by all means as a teacher, trying to show them what is right and what is wrong. They must



distinguish between those two things. But it is so difficult like for an instance, a noise. You will find out that when you are teaching, telling them something, making examples, one student or two students at the back will come up with their thing which is out of the topic or out of the lesson, so you have to attend to them which means it affects your time. It affects also your planning, the steps that you have planned for the lesson. So those are the difficulties that I think most of us experience.

S. What is your experience in relation to violence?

Y. Violence is hovering over us everyday. But I have never experience any violence in this school. One thing I know is that a lot of our pupils are members of gangs outside. So any time they may decide to come and solve their problems here at school. Always thinking of being attacked by these dangerous kids really disturbs our teaching. You fear even to reprimand the children when you see them misbehaving.

S. Can you tell me a little bit about the kind of assistance the school is offering you as a new teacher. Is there any support from the school in helping you as a new teacher?

Y. There is such a support if I can put it like that. The only support that the school grants to new teacher is that they tell them, in fact I was told to come to the HOD, to the principal, to come to any teacher in fact to ask about something which I don't understand. So they will try by all means to understand, I mean to make me understand those things. And another thing that was done is that when there is a workshop the new teachers are told to attend them. So, those are things that help us also as new teachers. But coming to the classroom situation there is no one who is coming to support or take you out of the situation. Then you must look at the means of resolving the problem yourself, as an individual which means you must go back to the principal. The things about the principals and the methods that you have been taught at tertiary level or training college so they need to be applied now in the real practice.

S. Do you think that the theory you acquired in tertiary level helps in real practice?

Y. Yes, that theory helps a lot, although you will find out sometimes that some of the things are not working so you have to look now at alternatives yourself. How can I apply it so that it can work, but at least it works if you apply it effectively.

S. Is there anything perhaps which you would like to add in summary concerning the first year of teaching?

Y. I think to wrap up I would like the teachers in fact who are going to start teaching to know this, to experience these things. When they go out to schools or for practice teaching and so on, a teacher must not go there just to get their credit you see. Not only the academic side but the whole situation of the school knowing that when she/he will experience those problems so that is my request. Another thing I would like the schools to consider is the number of students because the problems are not created by the lack of respect in fact from the students, but they are caused by the number of students in the classes. If we can have maybe 40 students per class I think that can enable everybody to control the class.